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ABSTRACT

The final report describes the middle school phase of a three phase program for training teachers at career education institutes at 11 cooperating college sites in New York State. Successive sections of the 25-page report describe the organization of the institutes: pre-institute period (program preparation); institute period (program implementation); and post-institute period (Program outcomes and follow-up). In all, six training conferences and one follow-up conference were held during the pre- and post-institute periods; logistical/advisory support and third party evaluative visitations were provided during the institute phase. Appendix A (four pages) provides sample participant comments to institute evaluation questionnaires. Appendix B (107 pages) consists of a wide variety of locally produced career education materials and goal statements disseminated to institute participants. (JR)

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FINAL EVALUATION REPORT

EPDA MIDDLE SCHOOL CAREER EDUCATION INSTITUTES

Cornell Institute for Research and
Development in Occupational Education
Department of Education, New York State
College of Agriculture and Life Sciences
Cornell University,
Ithaca, New York

in cooperation with

Bureau of Inservice Education
Office of Higher Education
New York State Education Department
Albany, New York

April 1, 1975

CE004097

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Memorandum of Transmittal: FINAL EVALUATION REPORT - EPDA
MIDDLE SCHOOL CAREER EDUCATION INSTITUTES

To: James McCann, Associate
Bureau of Inservice Education
Office of Higher Education
New York State Education Department

From: Professor John Wilcox, Director
Institute for Research and Development
in Occupational Education

Dated: April 10, 1975

During the period February 1, 1974 through January 31, 1975 we had the opportunity to work with your bureau in the design, implementation and evaluation of a state-wide strategy for the inservice education of selected middle school teachers toward the development of faculty inservice programs in Career Education.

The attached report summarizes the activities undertaken and provides the basis for follow-up evaluation to be undertaken during the period February 1, 1975 through January 31, 1976.

The support provided by your bureau and the cooperating colleges and universities has contributed to the development of a unique relationship among agencies and institutions of secondary and higher education. Early evidence indicates that our cooperative efforts have made a significant contribution to the process of infusing career education in the programs of New York State schools.

We are currently involved in a follow-up evaluation of the training efforts during 1973-74 and 1974-75, while planning the 1974-75 training sessions. We look forward to our continued association during this third and final cycle.

JW:bf

enc.

April 1, 1975

FINAL EVALUATION REPORT - EPDA
MIDDLE SCHOOL CAREER EDUCATION INSTITUTES

This final report addresses the total project period commencing February 1, 1974 and concluding January 31, 1975. The report consists of five parts: 1) introduction, 2) summary of the pre-institute period, 3) summary of the institute period, 4) summary of the post-institute period, and 5) summary and recommendations based on this review. Portions of this report have been compiled from the first and second interim reports (June 30 and August 31, 1974) as appropriate.

The Institute appreciates this opportunity to work with personnel at the State Education Department, the college sites, and with teams of participants across the state.

LaVerna M. Fadale

Dr. LaVerna M. Fadale
Research Associate
Cornell Institute for Research and
Development in Occupational Education

LMF:bf

Introduction

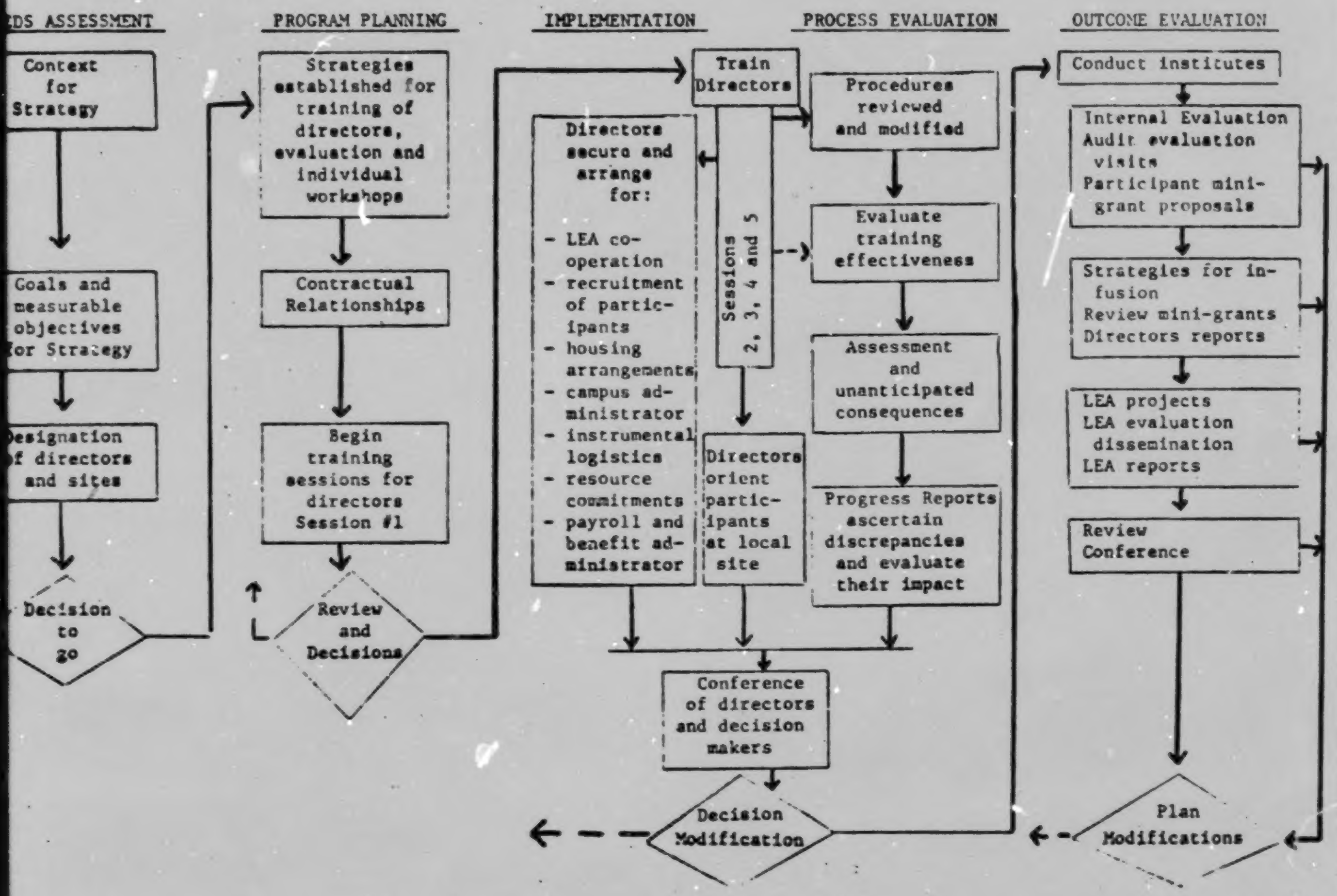
The idea of career education has been generally accepted by parents, community, students and many educators. The concept is viewed as having potential to encounter a problem of society, that is to increase meaningfulness of education to a personally satisfying adult career role. Major policy statements from federal, state and local levels guide efforts toward implementation of career education within school curricula. In New York State, the basic challenge for career education was delineated in the Occupational Education Regents Position Paper #11 (1971). The need for a "career consciousness throughout the educational system" was defined as necessary if comprehensive programs, early childhood through adulthood, were to evolve within educational institutions in New York State. Identification of key ages further emphasized the comprehensive scope of the position, beginning at school entry and leading through the various developmental levels of decision-making.

In light of this policy, unmet personnel needs were defined. The Bureau of Inservice Education, Division of Teacher Education and Certification, Office of Higher Education of the New York State Education Department identified inservice and/or staff needs in the state Plan of Action for EPDA Part F, Section 553 in which personnel needs are addressed.

To meet these needs, the Cornell Institute for Occupational Education submitted a proposal to develop, in cooperation with the Bureau of Inservice Education, State Education Department, a statewide strategy to implement the Career Education concept. The approach was a strategy of change through a three-year cycle of staff development beginning with a focus on elementary school personnel the first year, followed by middle school personnel the second year and finally, secondary level personnel the third year. The participants were viewed as "change agents." Reflecting Goodlad, teams of teachers, administrators and other personnel from individual schools were to be catalysts for something akin to a "ripple effect" in extending career education. Figure 1 summarizes the strategy design.

SUMMARY SCHEMATIC
A STRATEGY FOR IMPLEMENTATION OF CAREER EDUCATION

FIGURE 1


DS ASSESSMENT
PROGRAM PLANNING
IMPLEMENTATION
PROCESS EVALUATION
OUTCOME EVALUATION
Context for Strategy
Goals and measurable objectives for Strategy
Designation of directors and sites
Decision to go
Strategies established for training of directors, evaluation and individual workshops
Contractual Relationships
Begin training sessions for directors Session #1
Review and Decisions
Train Directors
Directors secure and arrange for:
- LEA co-operation
- recruitment of participants
- housing arrangements
- campus administrator
- instrumental logistics
- resource commitments
- payroll and benefit administrator
Sessions 2, 3, 4 and 5
Directors orient participants at local site
Procedures reviewed and modified
Evaluate training effectiveness
Assessment and unanticipated consequences
Progress Reports ascertain discrepancies and evaluate their impact
Conference of directors and decision makers
Decision Modification
Conduct institutes
Internal Evaluation
Audit evaluation visits
Participant mini-grant proposals
Strategies for infusion
Review mini-grants
Directors reports
LEA projects
LEA evaluation dissemination
LEA reports
Review Conference
Plan Modifications

This final report addresses the second cycle of the career education institutes during the period of February 1, 1974 through January 31, 1975. The focus of the second cycle was the middle school or grade levels ranging from five through nine.

Pre-Institute Period: Program Preparation Summary

Major goals of this strategy were delineated as the training of approximately 325 teacher/staff leaders in about 50 teams as change agents for the infusion of career education, and to encourage the incorporation of career education within teacher education programs at the preservice and graduate levels. To meet these goals, eleven cooperating sites at seven SUNY colleges and four private colleges were identified by the State Education Department as hosts for the career education inservice institutes. Two teacher educators were selected as directors and co-directors at each college. The sites and directors included:

SUNY Albany, Albany, NY
- Dr. Nelson J. Armlin, Director
- Mr. Charles F. Graber, Co-Director

SUC Brockport, Brockport, NY
- Dr. Edgar J. Tulloch, Director
- Dr. Jack R. Dudley, Co-Director

SUC Buffalo, Buffalo, NY
- Dr. Richard J. McGowan, Director
- Dr. Duane Mongerson, Co-Director

SUC Plattsburgh, Plattsburgh, NY
- Mrs. Eileen M. Wardner, Director
- Dr. Kenneth Hoeltzel, Co-Director

Elmira College, Elmira, NY
- Dr. Francis Brady, Director
- Dr. Jerome Whalen, Co-Director

Pace University, New York, NY
- Dr. Ruth Ferguson, Director
- Dr. Phil Lewis, Co-Director

SUC Fredonia, Fredonia, NY

Dr. Joseph M. O'Connell, Director
Dr. Philip Morse, Co-Director

SUC Oneonta, Oneonta, NY

Dr. Richard Knudson, Director
Mr. Donald Starkweather, Co-Director

SUC Oswego, Oswego, NY

Dr. Douglas Aldrich, Director
Mr. Thomas Fitzgibbons, Co-Director

Pace University, Pleasantville, NY
(Westchester Campus)

Dr. Fred Bunt, Director
Dr. Frank Thompson, Co-Director

C. W. Post College, Greenvale, NY

Dr. Julia DeCarlo, Director
Dr. Constant Madon, Co-Director

CIOE conducted six training sessions and/or conferences for the twenty-two directors. The first session was largely organizational in nature. Introductory presentations reviewed the EPDA strategy and basic model components in terms of the 1974 middle school effort. Implementation procedures, format and operationalization of the summer institutes were also emphasized.

The second session focused on the middle school as a unit, the VEA regional career education projects and potential links between the two efforts, implications of the change process and the unifying concepts within career education. The third session emphasized the decision-making process, the curricular infusion process, sample comprehensive curricula and career education in perspective.

The role of the community within career education was the basic concern of the fourth session. A presentation by a representative VEA regional coordinator, a field experience, a sharing of resources and models, and presentations and discussions by NAB's personnel constitutes the agenda.

The fifth session emphasized information management and sources, program evaluation, program objectives and criteria. The final session addressed areas and/or concepts needing emphasis such as the self, group dynamics, and the change-agent role plus other necessary closure activities.

In addition, individual sessions with the respective directors were held on the campus of Pace-Westchester and Oneonta by CIOE staff. As these sites were not formalized at the onset of the training sessions, a need for a day of individualized focus and consulting was necessary for up-dating.

Participant goals and objectives, criterion references and organizing centers with minor revisions from the elementary cycle, were distributed and discussed during the pre-institute period.

Materials. One approach to providing logistical support was dissemination of materials relevant to career education in the middle school. These materials included:

-Antonellis, G. P., et. al.
Cross-Discipline Planning, 1973.

-Bailey, Larry J. and Stadt, R. W.
Career Education: New Approaches to Human Development, 1973.

-Deciding: A Leader's Guide
CEEB.

-High, Sidney C. Jr. and Hall, L.
Bibliography in Career Education, 1972.

-Hoyt, K. E., et. al.
Career Education in Middle/Junior High School, 1973.

-Stadt, R., et. al.
Managing Career Education Programs, 1973.

-Deciding: Student Booklet
CEEB.

In addition to the aforementioned texts, several resource listings were distributed including the following:

-Listing of microfiche.
-Reference lists of print materials (2).
-Selected references for Career Education (CVTE-Ohio).
-Instructional Materials Resource List.
-Listing of representative Career Education curriculum materials (3).
-Listing of resource personnel.
-Listing of community resources.
-Collection of sample approaches for internal evaluation of institutes.

Several reprints of articles, or portions of articles were also disseminated. These included:

-The Learning Center. Robert Norton.

-Using Community Resources in Career Education. Robert Norton.

-Role of State Education Department in Promoting Effective School-Industry Cooperative Programs. Robert Ullery.

-Selected articles from Stevenson and from CVTE materials.

-Advisory Committee for Career Education.

Also prepared and distributed were two guides with applicability to career education programs:

-A Guide for the Field Trip Technique in Career Education.

-Assessment of Career Education Curriculum Materials.

Selected samples of the disseminated materials and goal statements constitute Appendix B.

Summary Evaluation. The directors and co-directors were asked to judge components of the total training series on a five-point scale - 1=poor and 5=excellent. The mean ratings from six veteran directors and eleven new directors are summarized in Figure 2.

Figure 2
Summary of Mean Ratings of Program Components

Program Components	Mean Ratings
The sessions addressed information, skills, and resources necessary for effective performance as a director/co-director.	3.6
Presentations and activities that processes, models, relevant theories, information and concepts within Career Education addressed performance effectiveness as a director/co-director.	3.4
Overall selection of personnel to address and serve as consultants at the sessions.	3.6
Materials and procedures directly related to the management of summer institutes.	3.7
Communications between directors/co-directors and CIOE staff.	4.0
Support from CIOE during this organizational pre-institute period.	4.2
Curriculum and concept materials:	
a) bibliographies, references and resource lists.	4.3
b) article and information reprints.	4.3
c) suggested schematics and models.	4.2
d) team/participant objectives.	4.1
e) criterion references.	3.8
f) learning centers.	3.6
General climate of the meetings during the sessions.	4.2
OVERALL MEAN	3.9

In response to the question, "As of June 6, 1974, how do you rate your readiness as a director/co-director?", the mean readiness rating by new directors was 4.1. The veteran directors rated their readiness at 4.2.

Three open-ended reactions were requested in terms of assistance, emphasis and recommendations. The responses, after categorization and synthesis constitute Appendix A.

Based on the feedback, [illegible] six training sessions seemed to have generally provided the information, skills, resources, activities, consultants and materials that directors and co-directors perceived as being necessary for institute implementation during the summer. Communications, support and meeting atmosphere were rated as satisfactory. Perhaps the fact that both new and veteran directors rated their readiness for the summer at over four suggests that the major goal of the training sessions was indeed achieved.

Three recommendations emerged for the third cycle. One was for a two or three day director conference in February with interim communication by phone and mail followed by a final wrap-up one-day session in May.

The second recommendation was to provide a forum for director exchange of ideas, resources, and strategies with each director being given an opportunity to demonstrate, share, display and/or present.

The third recommendation that emerged from director feedback was the need to carefully examine participant selection for the third cycle.

Participation was as a team representing a middle school (approximate grade levels 5-9). Institute experiences were generally planned to provide skills and motivation for participant acceptance of a change-agent role in their home schools. Administrative support was required in terms of five days of participation during the summer. A cumulative experience included the opportunity for each team to submit a staff-development proposal for a mini-grant. Administrative support for the proposed inservice activities and subsequent released time was also required.

The eleven institutes scheduled their five-week workshop as follows:

June 24-July 26

C. W. Post
Elmira

July 1-August 2

Brockport
Plattsburgh
Fredonia
Pace-Manhattan
Buffalo
Pace-Westchester

July 8-August 9

Albany
Oswego
Oneonta

Two visitations were made to each of the eleven sites by the CIOE staff with the purpose of serving as third-party evaluators and of providing logistical support and advisement.

The visitations provided opportunity for participation by the CIOE staff in the institute's scheduled program whenever directors felt such input was appropriate. These formal inputs totaled six and included presentations, group discussion and small group work. As third party evaluators, the visitations provided opportunity for discussion and interchange with participants and directors at each site to determine effectiveness of program in terms of outcomes.

Summary Profile of the Eleven Sites. In general, the teams at the eleven institutes represented a cross-section of disciplines including home economics, music, social studies, math, science, language arts, library plus other areas. There were few guidance counselors as team members---a total of twelve at the eleven sites. Directors at all eleven institutes encouraged the participation of administrators with at least two sites having reported that a "special administrators day" had been set aside. Generally, the teams expressed a sense of having the support of their respective administrators to some degree. Three sites had administrators as working team members.

Directors at each of the eleven sites incorporated a system of internal evaluation into their programs. This immediate and systematic feedback aided directors in the every day planning and decision-making. Eighty per cent of the directors utilized feedback forms to be completed on a regular basis - usually weekly. In addition to forms, directors provided opportunity for informal feedback either with the teams as a whole or with elected representatives. The remaining twenty per cent recognized feedback as inherent within institute tasks. Group sessions were an integral part of these tasks.

Institute Period: Program Implementation Summary

During the summer, 328 middle school educators attended five-week career education institutes at the eleven sites. Figure 3 summarizes the enrollment at each site.

Figure 3
EPDA Institute Summary Tabulation

Institute	Number of Teams	Number of Participants	Number of Counties Represented
Albany	6	31	5
Brockport	5	30	2
Buffalo	6	33	2
Elmira	5	31	3
Fredonia	5	28	2
Oneonta	6	31	4
Oswego	5	26	3
Pace-Manhattan	6	26	3
Pace-Westchester	6	33	3
Plattsburgh	6	30	3
C. W. Post	5	29	1
TOTAL	61	328	31

Group dynamics serve as a vehicle for feedback whether such a focus was planned or impromptu. Time was devoted to group relationships at all institutes to some degree. The majority of directors focused the interrelationships of the group on tasks which demanded the emergence of dynamics among team members.

Articulation within the summer institutes was aimed at three audiences: 1) regional VEA career education coordinators, 2) 1973 elementary EPDA teams, and 3) faculty and staff of the host institution.

In nine of the institutes, VEA coordinators cooperated with the career education workshop to some degree. The extent of involvement by the VEA directors varied within each institute. In about fifty per cent of these sites, VEA coordinators presented and attended as requested. In the remaining fifty per cent, the local VEA coordinators played a greater role by working closely with the EPDA effort especially with those teams within their respective projects. Two of the eleven institutes have no VEA project in their locality.

Articulation between the 1973 elementary teams and the 1974 middle school teams has been a concern at nine institutes. One of the institutes was in a new geographical area from last year, therefore had no 1973 resources.

At each site other members of the faculty and staff of the host institution were invited to participate in the summer workshop. Appropriately, veteran directors tended to expand the roles of their staff that had been stimulating and supportive of the concept during the 1973 cycle.

All directors planned for follow-up to the 1974 participants including total group meetings, team meetings, conference participation and consulting.

At thirty-seven per cent of the sites implementation of career education at the pre-service level has advanced in varying degrees. For example, two sites have included competencies in career education as part of the programming for elementary levels. Two sites have indicated that preservice "student teaching" has incorporated career education to some extent with one of these offering definitive experiences. One site is offering a credit undergraduate course in career education for English majors. Another site is requiring modules of career education within the preservice program. At about sixty-three per cent of the sites, the implementation of career education at the preservice level is not promising. In several of these instances, the mere logistics of implementation appear to be the greatest detriment. Generally, the need is verbally acknowledged, but the decision-makers at the institution do not rate it as first priority. At the present time, emphasis at teacher preparation institutions is with delineation of competencies within preservice programs. This concern, coupled with the shrinking economic market for educators, has created a sense of diminution for importance of the career education concept by decision-makers. Many directors, and others involved with career education, do address the concept within their classes. In several cases, they have submitted plans for undergraduate courses to address the concept although to date few have been implemented. Generally, graduate courses in career education are offered at the majority of the sites suggesting a greater degree of acceptance for the concept at the graduate level.

At sixty-four per cent of the sites, directors sensed that a change-agent role acceptance was beginning to emerge. At the remaining thirty-six per cent, the directors found acceptance to lesser and varying degrees.

Other concerns also emerged during the institute period. These included team make-up, cognitive aspects of decision-making, career guidance as a resource, the application of infusion and the change-agent process.

Post-Institute Period: Program Outcomes and Follow-Up Summary

Each participating team had the opportunity to submit a proposal to the State Education Department for a mini-grant (up to $1000) to aid in staff development within career education at the home school. The proposal was the resultant of institute experiences, and the grant was to be used in helping the team serve as change agents in extending the concept of career education. The staff of CIOE assisted SED personnel in the evaluation of the mini-grant proposals. Approximately seventy per cent of the proposals were acceptable with minor revisions after the initial review. Clarity of intentions was usually the basis for proposal adjustments. CIOE personnel held telephone consultations and work sessions with directors and/or participants as requested to aid in revisions.

Directors identified (Product Identification Form, Appendix C) product outcomes that they deemed worthy of note at the conclusion of the institute. These were compiled into a "Product Flyer" and distributed to each institute. A copy constitutes Appendix D.

The Career Education Concept Inventory was administered to the participants at a majority of the sites. The means from 1974 and 1973 have little over-all variance. The results are summarized in Figure 4.

Figure 4
Item Mean Profile of 1973 and 1974 Participants

Item	1974 Mean	1973 Mean
1	6.4	6.1
2	6.1	6.0
3	2.1	1.9
4	5.8	5.8
5	3.3	2.9
6	5.9	5.5
7	4.0	3.9
8	1.9	1.4
9	4.8	4.8
10	6.7	6.5
11	6.7	6.7
12	1.2	1.1
13	5.2	5.1
14	6.1	6.5
15	3.8	5.4
16	6.8	6.9
17	6.5	6.5
18	6.7	6.7
19	4.3	3.6
20	5.8	5.6
21	2.6	2.4
22	5.2	5.5
23	3.4	2.5
24	5.8	5.6
25	1.7	1.3
26	6.4	5.8
27	1.7	1.2
28	6.1	5.8
29	1.9	1.8
30	6.4	6.3
31	6.1	6.4
32	1.2	1.2
33	3.5	3.0
34	4.8	4.9
35	4.8	4.9
36	6.3	6.2
37	6.2	5.8
38	3.4	3.0
39	4.3	4.3
40	5.2	3.4
41	5.2	5.4
42	6.8	6.8

Participants of the 1974 cycle had a mean of over one point lower than 1973 participants on item 15. Middle school personnel found that "Within career education programs, educational institutions are charged with placement services for all students whether graduates or drop-outs" to be less consistent with the concept of career education than did elementary personnel.

Conversely, middle school personnel found the following items to be more consistent (over one mean point) with the career education concept than did elementary personnel:

> "Career education goals differ from general education goals in that the student learns of himself in relation to society."
>
> "Implementation of the career education concept requires a major reorientation of local, state and national educational goal statements."

These differences on the three items may be attributable to a different orientation to education of middle school personnel, or to the redefining of career education over the span of a year. There tended to be greater awareness of the concept by second cycle participants due in part to the emergence of career education literature and products.

A Directors' Follow-Up Conference was held on November 7-8, 1974 in Syracuse. There were two general purposes for the conference. One was to provide an opportunity for directors/codirectors to report on their respective institutes in terms of follow-up plans, an effective workshop program component and a problematic workshop component. The other goal was to provide an opportunity through small group sessions to make recommendations as to concerns that had emerged throughout the cycle.

The first session was devoted to sharing and exchange among directors of the eleven sites. The second session was devoted to small group work and large group interchange. The recommendations are synthesized as follows:

Area #1: Recommend ways SED/CIOE can best help directors and what they perceive as being needed if involved with Cycle III.

Problems	Recommendations
1. The initial announcement.	1. A statement in the announcement indicating that an "ideal" team be given priority.
	2. The timing of the announcement in terms of March 1-initial mailing; April 15-application deadline; May 15-acceptance date.
	3. Reach more teachers by press announcement in NYSTA, UPI, etc..
	4. Indicate that an interview with teams and/or principals may be required.
	5. More detailed description of program requirements (change, staff development) in announcement and orientation literature.
2. The training sessions for directors.	1. One extended session (up to three days) plus one follow-up session to share ideas, plans, etc. -- or mail follow-up or exchange.
	2. Provision of information, bibliographies, material reviews as with previous sessions.

Area #2: Recommend considerations that should be emphasized in the overall selection process for participants.

Problem	Recommendations
1. Given a third cycle, do we assume secondary level or regional choices?	1. In view of overall project and implicit commitment, strongly recommend secondary level.
2. Third level reduction in financial resources.	1. Decrease stipend to $50.
	2. Limit team size to five maximum, four minimum with alternates identified.
	3. Decrease number of teams.

3.	Administrators' apparent apathy, lack of support, misunderstanding, etc.	1.	Revise administration commitment form to insure principal sign-off.
		2.	Explicit SED announcement.
		3.	Involvement of union with recommendations.
		4.	Consider alliances with regional groups such as study councils, BIE, etc. to insure post-summer support.
4.	The role of BOCES personnel.	1.	Integrate for information and advice as locally feasible.
		2.	Consider non-credit attendance.
		3.	In some rare cases, may consider a BOCES team that has diversity in terms of subjects, exploration, etc. (don't exclude but don't seek openly).
5.	Preference or not to districts with efforts in career education.	1.	Depends on whether the impact of Cycle III is defined as "diffuse" or "concentrated".

Area #3: Recommend strategies to encourage attainment of greater cognitive depth by participants.

	Problems		Recommendations
1.	Theory presentations seem to be resisted and perceived as impractical and unimportant.	1.	Demonstrate the "how" and "where" of theories with focus on eventual need for future reference, preferably through one experience.
		2.	Selected reading resources as ongoing integral component.
2.	The amount of unfamiliar material creates unreal pressures (i.e. models, clusters, lectures, theory, ERIC, etc.).	1.	Emphasize the process of selective and critical reading with a need for constant development of knowledge with less focus on "now or never".
3.	Extensive and too cognitive and objectives.	1.	Prioritize only necessary objectives and identify alternatives to effect needed skills (i.e. affective).

Area #4: Recommend strategies to improve participants' attainment of skills needed for infusion techniques.

Problems	Recommendations
1. Application level of curricular infusion skills.	1. Examine and interpret existing curriculum materials without an emphasis of "creating".
	2. Explain expected student outcomes.
	3. Identify career education outcomes which can be an integral part of this existing curriculum.
	4. Suggested tools: cluster concept, objectives of other efforts, simple behavioral objectives, community resources, role playing, interviewing, analyze infusion as related to all learning experiences, use of career education as "jumping-off" for infusion, analyze place of unit in curriculum to avoid fragmentation.

Area #5: Identify and make recommendations as to resources, techniques or references that address the change-agent role.

Problems	Recommendations
1. The validity of the change-agent role.	1. Key elements are selection process and administrators.
2. Participant maturation to function as change-agent.	1. Problem of covering material for regents.
	2. Evaluation of team functioning through "Moongame".

Area #6: If CECI questions are related to objectives, identify and demonstrate meaning.

Problems	Recommendations
1. Different kinds of knowledges at secondary level.	1. Identify these knowledges, i.e. roles of teachers/counselors and decision-makers, etc.
	2. Devise system for assessment of participants, i.e. paper/pencil tests, micro teaching, mini lessons, simulation.
	3. CECI not recommended as appropriate.

Area #7: Suggest and recommend structure for the mini-grant proposal that would aid in writing and reacting.

Problems	Recommendations
1. Proposal writing takes an inordinate amount of time, creates anxiety and affects morale of participant efforts.	1. Suggest a model and provide samples. 2. Provide a checklist that notes essentials to be included in proposal.

Area #8: Suggest and recommend as to feasibility of systematized feedback.

Problems	Recommendations
1. The need for systematic feedback.	1. Identification of who needs feedback (SED, CIOE, directors, home school, inter/intra schools, etc.) and the kinds needed.
	2. Explicate expectations at appropriate time-points.
	3. Telephone conference call.
	4. Use of cassette in questions-and-answers.
	5. Standard survey form (CIOE) to aid and give direction to director follow-up.
	6. Distribution of change models.
	7. Reasonable expectations.
	8. Brief periodic meetings with directors based on implementation of inservice programs.

Area #9: Identify what specific evidence you as directors accept as indication of needed understandings.

Problems	Recommendations
1. Identification of what is known or of what can be done by participants.	1. Identify a cluster of measures.
	2. Institute regular feedback so that changes can be made, i.e. daily written observations, written evaluations, mini-proposal, follow-up, Cornell visits, observation of participants, CECI, etc.

Area #10: Are there any discernible trends for change based on the summary of institute objectives?

Problems	Recommendations
1. With about half of the reports missing, no trends are discernible.	1. Ratings may be self-fulfilling.
	2. Participants should have also rated validity.

Area #11: Identify potential opportunities to extend career education to our college campuses.

Problems	Recommendations
1. How can career education be expanded on college campuses?	1. Graduate and undergraduate classes.
	2. Use of previous teams as resources congruently with refining and updating expertise.
	3. Library uses.
	4. Examination of own choices by pre-service candidates.
	5. College teachers to be responsible for career exploration within own programs.
	6. Provide internships -- industrial and non-institutional.
	7. Campus -- serve as information clearinghouse for past teams.
	8. Public relations to other schools.
	9. In-house inservice activities for teachers in methods courses.
	10. Groups of teachers taking industrial trips for course credit.
	11. Courses for industrial trainers (Employment Training Act).

Area #12: Recommendations for assessment of EPDA effort.

Problems	Recommendations
1. Need for follow-up assessment.	1. Assessment is strongly recommended.
	2. Team leader is viewed as key person.
	3. Directors should be made aware of assessment activities within respective areas so that they may be supportive in whatever manner each director sees as appropriate.

These recommendations provided direction for the third cycle, and basis for the director subcommittee, selected at this conference, to consider selected areas in greater depth in a series of meetings.

Directors/co-directors were also charged with preparation of a final report for the State Education Department. In those copies received by CIOE, the problematic areas seemed to be reaffirmed.

As part of these final reports, the State Education Department requested a summary of the validity, degree of achievement, activities/resources, and evidence of objective achievement in terms of participant goals and objectives. A synthesis of this portion of the final report constitutes Appendix E. The synthesis was reviewed by the Directors at the November meeting and related to areas 3 and 10. (page 18 and 21).

The staff at CIOE continually seeks to encourage the interfacing of career education programs between VEA and EPDA efforts. Informal observations and communications indicate that cooperation between the two efforts is growing and becoming more effective in its growth. The Career Commentary continues to offer the opportunity to serve as a tool to disseminate information about career education efforts across the state.

During this post-institute period, CIOE staff developed a proposal for Cycle III -- inservice institutes at the secondary level. The proposal was developed in light of feedback and outcomes from the previous two cycles.

As the secondary level is the concluding phase, a summative assessment of the three-year program is part of this final year's effort. The strategy for the assessment is comprised of a mail questionnaire consisting of three schedules: one for individual participants, one for the team as a whole, and one for the administrator of the participating school. Interviews with a subsample of participants will follow the survey with a focus on areas and/or questions that demand explication.

Involvement with this career education effort, and its relevant resources and materials indicated a need for critical examination of these materials. In response to this need, an Instructional Materials Evaluation effort was undertaken. Prior to the conclusion of this evaluative effort, approximately 140 pieces of commercially prepared career education materials will have been critically reviewed by teams of trained educators.

Summary and Recommendations

Consistent with the objectives of the proposal for career education at the middle school level, the staff of CIOE has assisted the State Education Department in the modification of the state-wide strategy and model for the middle school. Six training conferences and one follow-up conference were held during the pre and post institute periods. Logistical/advisory support and third party evaluatory visitations were provided during the institute phase. CIOE assisted as appropriate to encourage strategies at the collegiate level to implement career education. Also, assistance was provided to the State Education Department in the evaluation of mini-grant proposals. Outcome products were identified, along with a contact person, in a flyer delineating those materials selected by directors. CIOE continues to facilitate articulation among local, VEA and EPDA (both cycles) career education efforts as appropriate and feasible. Both formative and summative evaluation continues to be addressed.

Specific recommendations suggested by this report include the following:

a) Compile and distribute a director-recommended resource list of personnel and materials as suggested by the sharing at the follow-up conference.

b) Provide one extended training session for directors with a one day follow-up session for sharing with interim mail and telephone contacts.

c) Continue to seek product outcomes that are worthy of identification and dissemination of this identification to directors for appropriate utilization.

d) Continue to encourage the utilization of expertise that now exists in the field (VEA, local previous EPDA teams) within the third cycle. This involvement provides recognition of achievement as well as opportunity for inputs to local, regional and state activities.

e) Continue to provide a tool for communication of career education efforts through the Career Commentary.

f) Relate the focus of the third cycle to needs and expectations.

g) Refer to the synthesis of director recommendations during cycle three.

h) Continue to collect and disseminate appropriate materials that may be useful to the directors in the implementation of the summer workshops.

APPENDIX A

What additional assistance would you have welcomed during this period as director or co-director?

Seven of the thirteen comments made in response to this open-ended question were related to the aspect of interaction and sharing. These comments included:

1. Additional time to interact with other directors with respect to problems, effective activities, etc.
2. More actual material on how it was done before (although I got much of this from last year's director) and good material there is available (so far I haven't found many good books on career education, e.g. Evans...).
3. A sharing by all ... of all aspects of the program ... in a way that models final session.
4. More input from other directors regarding their institute plans.
5. Perhaps earlier emphasis upon what each team did day by day last year -- an overview.
6. A pairing with an experienced director who would "walk" me through all aspects of the position.
7. Sharing from beginning sessions of materials and activities by directors.

The remaining six comments were distinct in nature and included the following:

1. Veteran directors did have to sit through material they knew. There should be more individualization.
2. More and earlier publicity to the schools in order that the process of team selection might be more successful.

3. A bit more "doing" -- broader explanations of differences at new level. So much seems same -- expected more "new".
4. It was very well planned. Perhaps advance notice of all agendas might have given us ideas for input, questions, etc.
5. You covered most of my expectations and needs.
6. In general, workshops proved both valuable and interesting.

Please identify ... any aspects or components of the six sessions that you perceive should have been addressed differently in terms of emphasis, sequence or timing.

Eight reactions were offered in response to this open-ended question. The comments do not fall into categories but each are distinct:

1. Different room arrangement for discussion, exchange of ideas/ materials and sharing.
2. ...sessions could have been differentiated for new and veteran directors at certain times.
3. Cut down on theory and abstractions. Perhaps could have cut down on number of sessions and packed more into each one...
4. Mini-grant.
5. Some presentations seemed to support concepts that were in direct opposition to career education.
6. Deeper study into exploration.
7. I was a little overwhelmed by materials.
8. Pleasantly surprised at readiness this year, after year of ambiguity.

Rethink the six sessions as a total experience. Describe your recommendations for the third cycle. Please touch upon such aspects as organization, approach, format and the like.

Thirty-five reactions were offered to the open-ended request for recommendations for the third cycle. The first group of eight that are summarized deal with a need for sharing and exchange:

1. Include more time for sharing among directors.
2. Develop more small group activities.
3. We need more discussion of activities and materials you can actually use with the team. The p.m. panel at this (final) session was excellent for that reason. An exchange of philosophy, ideas and approaches are really what its all about.
4. Less emphasis on basics -- more emphasis on practical, real problems and procedures in conducting an institute.
5. Organization, location, format are excellent -- we just didn't have enough time to exchange ideas and viewpoints -- some presentations did not relate to middle school.
6. More opportunities for sharing ideas with one another for ways of meeting objectives.
7. No or little opportunity for formal verbal feedback during the sessions.
8. I enjoyed very much meeting a very interesting group of people. I regret only that we had such a limited opportunity to interact.

Four comments were related to the problem of providing background for new directors without boring veteran directors:

1. Start next cycle with needs assessment of participants.

2. Difficult to comment on series...attended only two...perhaps involve...directors in...planning.
3. How to bring new..."up-to-date" without rehashing earlier levels.
4. Administrative session separate.

Seven reactions were concerned with format and activities:

1. The format might have less formal presentations of the lecture type.
2. Mini-lecture presentations tied to practical implication and institute implementation.
3. Sessions were too long -- four hours is maximum sitting!
4. The long lunch hours seemed somewhat a waste of time. I guess I'm just not used to this.
5. Some comments made about utilizing some veterans more than others -- made unused feel badly?
6. Too much talking at -- far too little group discussion -- poor...arrangement of seating.
7. More multi-media dimensional presentation.

Seven reactions referred to timing and location of the sessions:

1. Locate meetings in different parts of the state.
2. Earlier starting meetings...not spread out...maybe a three-day session...would reduce travel demands on some directors.
3. The agenda of each meeting sent out and received prior to the scheduled meeting dates.
4. Start earlier -- January at least!

5. All sessions completed much earlier so that orders for books, materials, etc. could be placed sooner; that we could feel completely trained prior to time for putting program together.
6. More meetings in a closer location.
7. Fewer and longer sessions...one in Hawaii.

The remaining nine comments are summarized as:

1. Earlier and more detailed information from State Education Department.
2. ...we dealt with an enormous amount of information and met in a relatively short period of time.
3. Format: presentations in a.m. and nuts and bolts in p.m.
4. Possibly more emphasis ...on providing the titles and publishers of media as well as annotated bibliographies on various references.
5. Perhaps it would help if the criteria by which teams are being selected could be made known to those who requested application forms.
6. Nice job on organization.
7. Thank you for being around -- greeting us and seeing that all is well.
8. I can't recommend any basic changes because it has been a well organized, sensibly designed series.
9. Everyone associated with...sessions...has been kind, helpful, considerate and most gracious.

APPENDIX B

A GUIDE FOR THE FIELD TRIP TECHNIQUE IN CAREER EDUCATION

The field trip is an instructional technique that offers potential for effectiveness within Career Education. To aid educators in utilizing this tool effectively in career-oriented programs, the following synthesis and checklist has been compiled. Part I is devoted to considerations within the decision-making process as to the efficacy of a field trip. Part II is devoted to considerations relative to the effectiveness of the experience. Section A focuses upon the planning stage and Section B on the field trip implementation, follow-up and evaluation.

Why A Field Trip?

Utilization of the field trip is warranted as a technique only in terms of instructional objectives. Teachers and students must determine whether the field trip is the most effective and efficient procedure to obtain the experience and/or information relevant to the learning situation. Within a career education program there are several objectives that may suggest the field trip technique. Illustrative objectives of this type include the following:

1. To define an occupational role
2. To obtain a description of an occupation
3. To determine attractive/unattractive features of an occupation
4. To determine importance of an occupation
5. To determine personal and technical qualifications of an occupation

6. To determine educational requirements
7. To discover the potential rate of earnings
8. To determine the opportunities for an occupation
9. To discover the entry routes into an occupation
10. To discover related positions to an occupation
11. To initiate or maintain interest in career development
12. To increase appreciation of the many ways of earning a living
13. To positively influence community-school relations

In terms of such career-oriented objectives plus other academically-oriented instructional objectives, feasibility of the field trip becomes a consideration.

PART I

Yes No 1. Will a field trip aid in clarification of concepts that are suggested in the classroom?

Yes No 2. Can the experience of a field trip be infused with subject matter?

Yes No 3. Will a field trip be supported by staff, administration and parents?

Yes No 4. Will a field trip help correct misconceptions (i.e. interrelationships and factual content) through direct observations?

Yes No 5. Will a field trip be worth the expenditure of time, money and effort?

Yes No 6. Is there a facility in the community to visit that contributes to accomplishment of instructional objectives?

Yes No 7. Will a field trip serve to accomplish objectives more thoroughly than if representatives only are sent to report back to the total group?

Yes No 8. Will it be more effective to invite a resource person to the classroom or show a videotape of the facility than to undertake a field trip?

Yes No 9. Will the trip provide an adequate sampling of desirable factors or processes?... for example:

- Yes No a) Opportunity to interview worker within job context
- Yes No b) Opportunity to observe working conditions
- Yes No c) Opportunity to experience environment of occupation
- Yes No d) Observation of worker dress
- Yes No e) Observation of process/procedures related to occupation
- Yes No f) Opportunity to explore affective aspects of worker lifestyle such as satisfaction, attitude and perceptions
- Yes No g) Opportunity to observe cooperation, interrelationships and interdependency of workers

Yes No 10. The field trip is valuable to other factors that are discrete to the particular unit or focus of study.

Number of "yes" answers _____

Number of "no" answers _____

Decision: Take a field trip ☐

Not take a field trip ☐

PART II

Section A - Planning for a Field Trip

---Teacher:

Yes No 1. Has a survey of potential sites and personnel suggested an optimal facility for meeting objectives?

Yes No 2. Has adequate information (i.e. products, policies, processes) been obtained about the visitation site?

Yes No 3. Does scheduling at school permit a trip to this site?

Yes No 4. Is the schedule, that is time and day, feasible?

Yes No 5. Has the administration and other staff given support and approval for the trip?

Yes No 6. Do parents support the trip?

Yes No 7. Have arrangements been made and confirmed at the visitation site?

Yes No 8. Have representatives of the visitation site been informed as to background, type of information and type of experiences being sought by the visitation participants?

Yes No 9. Will there be a visitation guide or director at the site?

Yes No 10. Has the leader or teacher previously experienced the trip?

Yes No 11. If transportation is necessary, are facilities available?

Yes No 12. If the necessary transportation is available, have definite arrangements been made?

Yes No 13. If financing is required, has a source been approved?

Yes No 14. If needed, have arrangements been made for parents or other personnel to accompany the group on the visitation?

Yes No 15. If required, are all consent forms completed?

---Teacher-Pupil:

Yes No 1. Has the need and motivation been established for the trip?

Yes No 2. Has an understanding of the specific purposes of the trip been established?

Yes No 3. Have desired outcomes of the trip been established?

Yes No 4. Have student committees been organized to help with planning, process and follow-up of the field trip?

Yes No 5. Have committee and individual responsibilities been identified?

Yes	No	Thank yous
Yes	No	Reading
Yes	No	Interviewing
Yes	No	Note taking
Yes	No	Observing
Yes	No	Drawing
Yes	No	Asking questions
Yes	No	Summarizing
Yes	No	Speaking
Yes	No	Evaluating

Yes	No	6.	Has the use of other instructional tools such as reference reading, films, filmstrips, records, photos and resource personnel been utilized to provide a comprehensive background for the trip?
Yes	No	7.	Have pupil questions relative to such aspects as environment, satisfaction, skills, abilities and requirements been identified?
Yes	No	8.	Have teachers and students formulated a checklist to be carried by all on the trip?
Yes	No	9.	Is there understanding of any necessary safety or special regulations such as dress, behavior and materials?

Number of "yes" answers in Section A ____

Number of "no" answers in Section A ____

Decision: Planning for field trip is complete ☐

Planning for field trip is incomplete ☐

Section B - The Trip

Yes	No	1.	Is it possible for the participants to organize quickly and begin the experience?
Yes	No	2.	Do the participants function in specified roles whenever appropriate?
Yes	No	3.	Are the techniques designed to emphasize aspects of the trip implemented as appropriate?

Yes No 4. Do the site personnel respond to objectives and needs of the group?

Yes No 5. Do the participants demonstrate that they have been encouraged to react and question spontaneously?

Yes No 6. Has a planned return trip activity been implemented?

Section C - The Follow-Up

Yes No 1. Is there opportunity for follow-up subsequent to the trip?

Yes No 2. Has the experience been related to the objective of the lesson?

Yes No 3. Has the group discussed questions and concerns formulated prior to the trip?

Yes No 4. Have observations made during the trip been discussed?

Yes No 5. Have follow-up activities such as reports, exhibits, dramatizations, writing, art, scrapbooks, maps, bulletin boards, vocabulary and visual aids been initiated?

Yes No 6. Have plans been made to publicize the trip in the local press or the school paper?

Yes No 7. Have the follow-up thank you letters been written and sent?

Yes No 8. Has the trip been summarized?

Yes No 9. Are representatives of the visited facility available for follow-up questions?

Section D - Evaluation

Yes No 1. Was the trip effective in terms of meeting instructional objectives?

Yes No 2. Did the trip provide motivation for new interests?

Yes No 3. Were student questions answered during the trip?

Yes No 4. Are evidences of growth such as self-reliance or control, courtesy, critical thinking, appreciations, communication skills observable?

Yes No 5. Did the trip provide a basis for recommendations of better planning and/or utility at another time?

Yes No 6. Does the trip provide an addition to the community resource file?

Number of "yes" answers _____ .

Number of "no" answers _____ .

Decision: The field trip effectively met objectives, therefore was a profitable experience ☐

The field trip did not effectively meet objectives, therefore was not a profitable experience and should not be repeated within this emphasis ☐

Comments as to effectiveness, applicability, and other aspects.

Program and Team Goals, and Team Objectives for EPDA Middle School Teacher Career Education Institutes

College Goals:

1. To devise strategies for developing and sponsoring both pre- and inservice elementary teacher training activities, courses, workshops and institutes in career education.

2. To serve as a Resource Center in Middle School Career Education Curriculum Development available to area schools, middle school education personnel, and other colleges with middle school teacher training programs.

3. To develop an awareness for the exigency of career education goals, concepts, skills, and knowledge as viable curriculum development and instructional competencies needed by middle school teachers.

4. To train one middle school teacher educator to assume a leadership role in the college's efforts to develop both pre- and inservice career education activities, courses, workshops, and institutes for the middle school teacher and administrator.

Participant Team Goals and Objectives:

1.0 The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.

- 1.1 Will identify the discontinuities and contempory problems that have led to proposals for Career Education.
- 1.2 Will trace the historical antecedents of the Career Education movement.
- 1.3 Will identify and interrelate the major theories of career development.
- 1.4 Will examine the working definitions of the Career Education concept proposed in Regents Paper #11, CIOE's position papers and USOE's CCEM.
- 1.5 Will identify the competencies needed for entry into an occupation and/or the world of work as exemplified by the concepts of Career Education.
- 1.6 Will identify the developmental needs of middle school children that can be met through Career Education.

2.0 The team members will enhance their knowledge and appreciation of the world of work and the dynamics of the discontinuities imposed by the impact of accelerating technological change.

- 2.1 Will test attitudes, appreciations and understandings against those of people involved in other occupations.
- 2.2 Will become aware of occupational entrance level requirements and their historical trends.

2.3 Will develop a sensitivity to the rapid evolution of new career opportunities.
2.4 Will develop an awareness of the methods by which future needs for laborers, technicians and professionals are projected.
2.5 Will develop an awareness of the alternative programs of preparation available for meeting occupational entrance level requirements.
2.6 Will develop an awareness of the techniques and uses of job analysis and task analysis by those developing occupational curricula.

3.0 The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

3.1 Will examine extant school district goals.
3.2 Will examine existing middle school curricula to determine student learning outcomes sought through extant learning experiences.
3.3 Will identify primary sources for career relevant information.
3.4 Will understand the usefulness of the "occupational clustering" concept as criteria for evaluating, assessing and managing knowledge of the world of work.
3.5 Will develop skill in identifying student behavioral outcomes to be sought through middle school curriculum infusion with career relevant learning experiences.
3.6 Will develop comprehensive grade level learning outcomes incorporating extant learning outcomes with career education learning outcomes.
3.7 Will identify subject area concepts, units and/or learning experiences that will serve as organizing centers through which comprehensive grade level learning outcomes can be sought.
3.8 Will develop skill in constructing measurable performance (behavioral objectives).
3.9 Will develop skill in constructing criterion referenced measurements for such performance objectives.

4.0 The team will demonstrate the ability to plan, organize, implement and appraise career education teaching-learning experiences and develop instructional materials for classroom use.

4.1 Will identify and examine alternative learning strategies.
4.2 Will develop fused instructional plans.
4.3 Will develop independent study programs and supporting programmed materials.
4.4 Will develop, when necessary, supplementary Career Education unit plans.
4.5 Will plan a learning information management system.
4.6 Will develop criterion referenced measurements of student progress.

5.0 The team will plan strategies for promoting Career Education through staff development program within their home school and/or school district.

5.1 Will apply the skills and understandings necessary to establishment of the identity and working effectiveness of the team.
5.2 Will develop an understanding of the change process and examine the potential for application of two or more change process models in the local situation.
5.3 Will enhance understanding of the planning process, particularly as it applies to involvement of diverse groups.
5.4 Will develop plans for the use of consultants and advisory groups.
5.5 Will develop plans for communication internal to the school building and the school district.
5.6 Will develop plans for external communications with the community and its agencies.
5.7 Will develop a formal proposal and submit an application for a mini-grant for a project to be carried out during the school year 1974-75.
5.8 Will plan, develop and implement a component for staff development with a target or specified audience.

Organizing Centers

The Institute or Workshop approach to learning is designed to release the creative talents of the participants through learning activities that have achievement of a goal or resolution of a problem as an ultimate outcome.

The very essence of this approach lies in the involvement of every participant in meaningful activities, anyone of which may address itself to several, or all, of the Institute goals and/or subordinate objectives.

The Institute Director assumes the responsibility for guiding the total effort to ensure a balanced involvement toward a total achievement of a matrix of established goals and objectives.

Toward this end, we propose for your consideration these organizing centers. An organizing center may be viewed as a project, activity, research effort, demonstration, that may become an effective vehicle for moving the group through a complex of learning and developmental activities directed toward achievement of specialized goals and objectives and whenever possible resulting in a usable product and/or mastery of a useful process.

For the most part the organizing centers proposed here have been selected because they lend themselves to team or task force efforts. Such task force efforts during the conduct of the Institute should contribute to the establishment of task force identity, to mastery of the working relationships, and establishment of supportive relationships essential if each task force is to serve as an effective change agent upon return to the home school setting.

I. Developing a Program to Explain the Career Education Concept.

A. A task force might undertake the preparation of a program for orienting other teachers in their school system to the Career Education concept. The approach might vary from a lecture-panel type presentation to a programmed audio-visual presentation suitable for groups or a programmed presentation for individual use. Content would be suitable to the professional needs of the audience. Activities would include preparation and/or selection of the audio and visual materials that would be most effective in explaining the concept.

The program might be piloted with another task force or with the total group.

B. A task force might undertake the preparation of a program for orienting a lay group (PTA, Service Club, etc.) to the Career Education Concept. The task force would address the concerns outlined in I.A., but content would be adjusted to the needs of a lay group.

Note: If task forces within the Institute cooperate, several products might be developed and each task force could have copies of the others' efforts.

II. Initiating a Community Resources Survey.

After an Institute activity in organizing and experiencing an industrial field trip, a task force might undertake the initiation of a local community resource survey. An individual task force might work independently within its community for three or four days to get this underway. Products resulting from this Organizing Center might include taped interviews, film slides, resource referral cards, criteria for selecting a field trip location, etc.

III. Identifying curriculum areas for infusing with Career Education and learning experiences.

A task force might examine the State Syllabus, a local curriculum guide, or a locally adopted textbook series in one or more subject areas to identify career element infusion points. Further steps could be taken to match elements and performance objectives with those infusion points and develop instructional plans.

IV. Compilation of an Annotated Bibliography of Career Relevant Literature for the middle school levels.

Application of the Career Education elements and themes to the selection of elementary literature at several reading levels suitable for independent and/or group reading.

V. Development of a Career Education Game.

A task force might undertake the study of gaming theory and apply it to devising a game as a learning strategy for the accomplishment of comprehensive objectives including a subject matter area and one or more Career Education elements.

Part of this activity could involve the examination of existing gaming materials both locally and commercially developed.

VI. Development of an Information Support (Management) System.

A task force might undertake the design of a Career Information support system that would provide access by teachers and pupils at the critical teaching or learning instant.

VII. Career Education Proposal.

Each task force will undertake preparation of a proposal for a mini-grant to support career education development in their school during 1974-75.

The task force might develop a strategy for persuading the local board to match the EPDA funds and role play a local meeting with board or administration during which they present their request.

VIII. ETV Tape Programs.

A task force might undertake preparation of several ETV programs for use through the school system and/or community in informing others of the meaning of Career Education and its implications for professionals and lay people.

IX. Career Education Bibliography.

A task force might undertake preparation of an annotated bibliography on career education to be shared with their colleagues in the school system.

X. Testing and Measurement.

A task force might conduct a search for adequate standardized tests relating to career education elements. Part of this activity would involve actually taking the tests.

XI. Local Job Market Survey.

A task force might select an occupational cluster, examine career ladders within that cluster, inventory opportunities for local employment now and in the future, identify graduates who have actually entered this cluster and through interviews determine the means of job entry used.

XII. Employment Services.

A task force might visit the local employment service, determine several jobs of high local availability to high school graduates and then determine, by visiting personnel managers, the personal characteristics and qualifications they consider in filling those positions.

XIII. Finally--A Sleeper!

A task force might undertake the planning of a unit of instruction that is of high quality in all respects but does not relate to any career education concept.

This is not an exhaustive list of Organizing Centers. What ideas do you and your Institute participants want to add?

XIV. ____________________

____

____

____

Instructional Resources

1.0 The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.

1.1 Readings

Drucker, Peter F., THE AGE OF DISCONTINUITY, Harper & Row, 1968.

Toffler, Alvin, FUTURE SHOCK, Random House, New York, 1970.

Panel: Secondary students discussing the decisions they must make and what they need to know.

Task Force Discussions: "What are the problems in our community?"

Task Force Reports and General Discussion: "Are these problems general or are some unique to particular communities?"

1.2 Readings

Wirth, Arthur G., EDUCATION IN THE TECHNOLOGICAL SOCIETY, Intext Educational Publishers, Scranton, 1972.

Herr, Edwin L., REVIEW AND SYNTHESIS OF FOUNDATIONS FOR CAREER EDUCATION, ERIC Clearinghouse VTE, The Ohio State University, 1972.

Speaker - A regional director of occupational education or a college professor.

1.3 Readings

Super, Donald E., THE PSYCHOLOGY OF CAREERS, Harper and Row, New York, 1957.

Roe, Anne, THE ORIGIN OF INTERESTS, American Personnel & Guidance Association, Washington, DC, 1964.

_________, THE PSYCHOLOGY OF OCCUPATIONS, Wiley, New York, 1956.

Tiedeman, David V., CAREER DEVELOPMENT, College Entrance Examination Board, New York, 1963.

Ginzburgh, E., et al, OCCUPATIONAL CHOICE: AN APPROACH TO A GENERAL THEORY, Columbia University Press, New York, 1951.

Blau, Peter M., et al, "Occupational Choice: A Conceptual Framework," INDUSTRIAL AND LABOR RELATIONS REVIEW, Vol. 9, no. 4, July 1956, pp. 531-543

Speaker - A counselor-educator who can undertake a report and synthesis.

Panel of participating counselors.

1.4 Goldhammer, Keith and Robert E. Taylor, CAREER EDUCATION: PERSPECTIVE AND PROMISE, Charles E. Merrill Publ. Co., Columbus, OH, 1972.

U.S. Government Printing Office, CAREER EDUCATION, A HANDBOOK FOR IMPLEMENTATION, Washington, D.C., 1972.

Gibson, Robert L., CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL, Charles E. Merrill, Columbus, OH, 1972.

NYS Regents Position Paper #11, OCCUPATIONAL EDUCATION, Albany, New York, May 1971.

Presentation by the director: The Comprehensive Career Education Model.

1.5 Goldhammer & Taylor, Ibid.

Gibson, Ibid.

Speaker, personnel manager or plant manager.

Panel, workers from a local business.

Interviews, neighbors, a field trip to a factory, parents, random contacts.

Discussion among institute participants

1.6 Havinghurst, Robert, HUMAN DEVELOPMENT AND EDUCATION, Longmans, Green and Co., Inc., New York, 1953.

Maslow, A. H., MOTIVATION AND PERSONALITY, Harper & Row, New York, 1954.

Rogers, Carl R., ON BECOMING A PERSON, Houghton Mifflin Co., Boston, 1961.

Speaker: a developmental psychologist from the college faculty.

2.0 The team members will enhance their knowledge and appreciation of the world of work and the dynamics of the discontinuities imposed by the impact of accelerating technological change.

2.1 Field trip to a business or industry with planned interviews of workers.

Reading including such contemporary fiction as Arthur Haley's WHEELS, newspaper articles on the Vega plant at Lordstown, Ohio and the Saab planned modifications to deal with worker dissatisfactions.

2.2 Readings
- 2.3 Toffler, Alvin, FUTURE SHOCK, Random House, New York, 1970.

Berg, Ivar, THE GREAT TRAINING ROBBERY, Beacon Press, Boston, 1971.

U.S. Dept. of Labor, OCCUPATIONAL OUTLOOK HANDBOOK, Washington, DC, 1972.

Field Trip - combine with 2.1

Speaker and/or panel - Personnel managers and business executives.

2.4 Speakers from state labor department, state employment service, county planning commission, State Vocational Advisory Council, college faculty.

Reading

Morton, J. E., HANDBOOK FOR COMMUNITY MANPOWER SURVEYS, W. E. Upjohn Institute, Kalamazoo, MI, 1972.

2.5 Panel(s) including:

Guidance counselors, BOCES occupational education director, industry-education coordinator, private trade school administrator, two-year college director of instruction, two-year college director of continuing education, an employment service counselor.

Speaker(s)

A representative of a registered union apprenticeship training program, a representative of an industry-based training program.

Field trip(s)

BOCES occupational education center, agricultural and technical college, community college.

2.6 Speaker: state employment service, curriculum coordinator from Regional Occupational Education Center, professor of occupational education.

Reading

Fine, S. and W. Wiley, METHODS FOR MANPOWER ANALYSIS, Upjohn Institute, Kalamazoo, MI, 1971.

3.0 The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

3.1 Copy of local school district goals.

Speaker: The building principal of the team.

Panel - school board members.

3.2 NYS State Syllabi.
Textbook series in use.
Local curriculum guides or handbooks.
Special programs, e.g. AAAS science, etc.

3.3 DICTIONARY OF OCCUPATIONAL TITLES.
OCCUPATIONAL OUTLOOK HANDBOOK.

The commercial occupation information services currently subscribed to by your school system, e.g. Chronicle, SRA, Mid-Hudson, etc.

B'nai B'rith Vocational Service, A DIRECTORY OF FREE MATERIALS FOR COUNSELORS AND TEACHERS, Sextant Systems, Inc., Milwaukee, WI, 1970.

Drier, H. N., Jr. and Associates, K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM, Jones Publishing Co., Worthington, OH, 1972.

World of Work, PRE VOCATIONAL FILMSTRIPS, Edu-Craft, Detroit, MI, 1972.

3.4 Taylor, John E., et al, AN OCCUPATIONAL CLUSTERING SYSTEM AND CURRICULUM IMPLICATIONS FOR THE COMPREHENSIVE CAREER EDUCATION MODEL, Human Resources Research Organization, 300 N. Washington St., Alexandria, VA, 1972.

3.5 - 3.6 Center for Vocational and Technical Education, ABSTRACTS OF INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION, The Ohio State University, Columbus, OH. To be used in connection with the ERIC Library System.

ERIC, CURRENT INDEX TO JOURNALS IN EDUCATION, Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY. To be used in connection with the ERIC Library System.

THE NATIONAL STANDARD CAREER EDUCATION MODEL, Educational Properties, Inc., Irvine, CA.

Mesa Public Schools, CAREER EDUCATION PHILOSOPHY AND GOALS, Mesa, AR, 1973.

3.7 The local curriculum

3.8 - 3.9 Readings

Liles, Sam and Raymond Bernabei, WRITING AND USING BEHAVIORAL OBJECTIVES, University of Alabama, 1969.

Mager, Robert F., PREPARING INSTRUCTIONAL OBJECTIVES, Palo Alto, Fearon Publishers, 1962.

4.0 The team will demonstrate the ability to plan, organize, implement and appraise career education teaching-learning experiences and develop instructional materials for classroom use.

4.1 - 4.6 Readings

Deay, Ardeth M., Nancy Straus and John Wilcox, INFUSION MODELS, Cornell University, Institute for Occupational Education, Ithaca, NY, 1973.

The ERIC system holds many examples of materials developed by other schools. See ABSTRACTS OF INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION. Special attention might be given to those developed in Mesa, Arizona; Cobb County, Georgia and the State of Wisconsin.

Consultants: Your on-campus specialists in curriculum and instruction.

5.0 The team will plan strategies for promoting Career Education within their home school and/or school district.

5.1 Reading

Cartright, D. and A. Zander, GROUP DYNAMICS: RESEARCH AND THEORY, Harper & Row, New York, 1968. (Chapters 1, 3, 11 and 31)

Consultant/Speaker - Director of County Cooperative Extension Service.

5.2 Reading

Hoeltzel, Kenneth E. CHANGE AND INTRODUCTION OF CAREER DEVELOPMENT INNOVATIONS IN THE SCHOOL, unpublished. (Director's folder--4th session)

Panel: Participating principals.

5.3 Readings

Davis, Russell C., PLANNING HUMAN RESOURCE DEVELOPMENT, Rand McNally and Co., Chicago, IL, 1966.

Bennis, Warren G., et al, THE PLANNING OF CHANGE, Holt, Rinehart, Winston, New York, 1969.

5.4 Readings

THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION, American Vocational Association, Washington, DC, 1969.

CITIZENS ADVISORY COMMITTEES AVENUES TO BETTER SCHOOLS, University of State of New York, The State Education Department, Albany, 1952.

The Agricultural Advisory Board, A HANDBOOK FOR BOARDS OF EDUCATION, SCHOOL BOARD MEMBERS AND TEACHERS OF AGRICULTURE, University of the State of New York, The State Education Department, Albany, 1965.

Consultant: Director of regional occupational education center. Teacher of agricultural occupations.

5.7 Guidelines will be provided by the State Education Department.

/pas

4/26/73

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
Phone (614) 486–3655
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

SELECTED REFERENCES ON CAREER EDUCATION

The following list of selected references contains some significant documents currently available on "Career Education." These references should prove useful to educators for planning, implementing, and operating career education programs. For additional information, refer to Research in Education (RIE), Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Abstracts of Research Materials in Vocational and Technical Education (ARM), and Current Index to Journals in Education (CIJE). Instructions for ordering ERIC documents are attached to this reference list.

ABLE Model Program. Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. Springfield, IL: Vocational and Technical Education Division, State Board of Vocational Education and Rehabilitation; and DeKalb: Northern Illinois University. April, 1972. 108 pp. ED 067 487 MF $0.65 HC $6.58. Also available from ABLE Model Program, Northern Illinois University, DeKalb, Illinois 60115 ($5.00).

Abstracts of Research and Development Projects in Career Education. Washington, DC: Division of Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. June 1972. 153 pp. ED 063 520 MF $0.65 HC $6.58.

American Vocational Association. "Career Education--Is It a Fad or a Major Development?" American Vocational Journal. Vol. 47, No. 3 (March, 1972), entire issue.

Baker, G.E. "The Teacher's Role in Career Education." School Shop, Vol. 32, No. 3 (November, 1972), 35-37.

Banathy, Bela H., and Peterson, Robert M. "Employer Based Career Education (EBCE)--A Model Developed at the Far West Laboratory for Educational Research and Development." Paper presented at the 1972 Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 4, 1972. Complete text 49 pp. ED 062 539 MF $0.65 HC $3.29.

Begle, Elsie P., et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences. January, 1972. 312 pp. ED 073 297 MF $0.65 HC $13.16.

ABM/sam 10/23/73

"Career Education. What It's All About." The National Association of Secondary School Principals (NSSP) Bulletin. Vol. 57, No. 371 (March, 1973), entire issue.

"Career Education: A Model for Implementation." Business Education Forum. Vol. 25, No. 8 (May, 1971), pp. 3-5.

Career Renewal for Adults through Education; A Position Paper from the National Advisory Council on Adult Education. Washington, DC: National Advisory Council on Adult Education. May, 1972. 22 pp. ED 064 590 MF $0.65 HC $3.29.

Childers, B.E. and Nichols, Charles. Postsecondary Career Education. Career Education Monograph No. 5. Raleigh, NC: Center for Occupational Education, North Carolina State University. 1973. 202 pp.

Davenport, Lawrence, and Petty, Reginald, eds. Minorities and Career Education. Columbus, OH: Educational Community and Consultants Associates, Inc. 1973. Available from Educational and Community Consultants, Associates, Inc., 683 E. Broad Street, Columbus, Ohio, $2.80.

Denues, Celia. Career Perspective: Your Choice of Work. Worthington, OH: Charles A. Jones Publishing Company. 1972. Available from Charles A. Jones Publishing Company, 4 Village Green, S.E., Worthington, Ohio.

Drier, Harry N., Jr. Career Development Resources-A Guide to Audiovisual and Printed Materials, K-12. Worthington, OH: Charles A. Jones Publishing Company. May, 1973. 312 pp. Available from Charles A. Jones Publishing Company, 4 Village Green, S.E., Worthington, Ohio.

__________. K-12 Guide for Integrating Career Development Into Local Curriculum. Worthington, OH: Charles A. Jones Publishing Company, 4 Village Green, S.E., Worthington, Ohio. $6.95.

Dunn, C. J., and Payne, Bill F. World of Work: Occupational-Vocational Guidance in the Elementary Grades; A Handbook for Teachers and Counselors. Dallas, TX: The Leslie Press. 1971. 200 pp.

Elliot, Ian. "Occupation Orientation Means Work for You." Grade Teacher. Vol. 88, No. 8 (April, 1971), pp. 60-65.

Evans, Rupert N., and Terry, David R., eds. Changing the Role of Vocational Teacher Education. Urbana, IL: University of Illinois, College of Education. 1971. 219 pp. ED 059 399 MF $0.65 HC $9.87.

Garber, Bill G. The Comparative Effects of Two Methods of Instruction Upon the Attitudes of Elementary Education Majors Toward Career Education. Doctoral Dissertation. Columbia: University of Missouri. Available from University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, MI 48103 (MF $4.00; Xeroxography $10.00).

Turnbill, William W., chrm. *Proceedings of the Conferences on Career Education (Beverly Hills, CA, and Washington, DC: May, 1972)*. Princeton, NJ: Educational Testing Service. 1972. 103 pp.

U.S. Office of Education. *Abstracts of Exemplary Projects in Vocational Education*. Washington, DC: Division of Vocational and Technical Education, U.S. Office of Education. November, 1971. 124 pp. ED 060 189 MF $0.65 HC $6.58.

________. *Summary of the Secretary's Regional Conferences on Vocational Education. Region VI Conference, Dallas, Texas, April 29-30, 1971*. Washington, DC: U.S. Office of Education, Department of Health, Education, and Welfare. 1971.

Wenig, Robert E., and Wolansky, William D. *Review and Synthesis of Literature on Job Training in Industry*. Information Series No. 62. Columbus, OH: The Center for Vocational and Technical Education, The Ohio State University. June, 1972. 72 pp. ED 062 514 MF $0.65 HC $3.29. Also available from the Government Printing Office, Washington, D.C. 20202.

Worthington, Robert M. *Career Education and the Community Junior College*. Presentation at the National Seminar for State Directors of Community-Junior Colleges (Columbus, Ohio, January 10, 1972). January 10, 1972. 12 pp. ED 066 610 MF $0.65 HC $3.29.

________. *Comprehensive Personnel Development for Career Education*. Presentation at the Annual Leadership Development Seminar for State Directors of Vocational Education (4th, Las Vegas, Nevada, September 15, 1972). Washington, DC: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education. September 15, 1971. 38 pp. ED 066 619 MF $0.65 HC $3.29.

________. *Technical Education, Careers Unlimited*. Presentation before the National Technical Education Clinic (Fort Worth, Texas, March 15, 1972). Washington, DC: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education. March 15, 1972. 25 pp. ED 066 618 MF $0.65 HC $3.29.

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Borow, H. (Ed)
Man in a World of Work
Houghton Mifflin Boston 1964

Borow, H. (Ed)
Career Guidance for a New Age
Houghton Mifflin Boston 1973

Dunn, J.A., et.al. (Ed)
Career Education: A Curriculum Design and Instructional Objectives Catalog
American Institutes for Research Palo Alto 1973

Norris, W.; F.R. Zeran; R.N. Hatch; J.R. Engelkes
The Information Service in Guidance: For Career Development and Planning
Rand McNally New York 1972

Osipow, Samuel
Theories of Career Development
Appleton-Century-Crofts New York 1968

Peterson, M.
Application of Vocational Development Theory to Career Education
Center for Vocational & Technical Education
Columbus, Ohio 1973

Ressler, Ralph
Career Education: The New Frontier
Charles A. Jones Publishing Co.
Worthington, Ohio 1973

Roth, R.; D. Hershenson; T. Hilliard
The Psychology of Vocational Development
Allyn & Bacon Boston 1970

Stevenson, John B.
An Introduction to Career Education
Charles A. Jones Publishing Co.
Worthington, Ohio 1973

SAMPLE APPROACHES FROM SUMMER '73
FOR INTERNAL EVALUATION

Progress Report by Teams

1. Activities engaged in to enhance knowledge, understanding and attitudes about Career Education:

    Activities most useful:

    Recommendations:

2. Plans and activities developed to promote Career Education within your home school or district:

    Description:

    Anticipated successes and difficulties:

    Useful assistance and support:

Weekly Report

Place X on the continuum for each day according to your overall evaluation of that day's program.

Least Value Most Value

Monday ____

Tuesday ____

Wednesday ____

Thursday ____

Friday ____

Positive comments about this week's activities:

Negative comments about this week's activities:

Suggestions for future activities:

Summative Reaction Report

1. General reactions to the workshop:

2. Identification of most helpful speakers, field trips and activities:

3. Identification of least helpful activities:

4. Suggestions for future workshops:

5. Additional comments:

6. A good definition of career education:

Summative Reaction Report

Rate each item on this scale:

5=excellent   4=good   3=adequate   2=fair   1=poor

Facilities	5	4	3	2	1
Directors	5	4	3	2	1
Instructional staff and consultants	5	4	3	2	1
Reference materials	5	4	3	2	1
Provision for group interaction	5	4	3	2	1
Workshop met expectations	5	4	3	2	1
Overall workshop rating	5	4	3	2	1

Identify experiences you have had here that you plan to duplicate, alter or delete when you organize your own career education programs.

1. Experiences we provided that you plan to replicate:

2. Experiences we provided that you plan to change or alter:

3. Experiences we provided that you plan not to use:

4. Additional experiences that you plan to implement in your schools:

5. How would you now define career education?

Self-Evaluation

Based upon your own thoughts about your obvious input to this workshop, how would your peers rate you as you came across to them? Circle your response.

a)	alive	10	9	8	7	6	existing	4	3	2	1	0	dead
b)	turned on	10	9	8	7	6	on and off	4	3	2	1	0	off
c)	committed to career education	10	9	8	7	6	kind of	4	3	2	1	0	here for hours and money
d)	warm person	10	9	8	7	6	luke warm	4	3	2	1	0	pretty cold
e)	real	10	9	8	7	6	fluctuates	4	3	2	1	0	phoney
f)	innovator	10	9	8	7	6	early adopter	4	3	2	1	0	a laggard

Now put an X where you think you belong.

COMMUNITY RESOURCES

Prepared by Robert Ullery, Coordinator
Industry-Education Programs
Office of Occupational Ed.
NY State Education Dept.
Albany, NY 12210

1. Greater Warren Community Resources: 1970

    Alfred Biacciano, Director
    Director of Vocational & Technical Education
    Warren Consolidated Schools
    Warren, Michigan

    Comment: Result of community resources workshop

2. Field Trips In and Around Long Island

    SCOPE
    Suffolk Educational Center
    Stony Brook, NY 11790

    Comment: Availability??

3. Open Doors: A Guide to Business Resources Available for New York Schools: 1973

    Open Doors: School-Business Partnerships
    Public Education Association
    20 West 40th Street
    New York, NY 10018

    Comment: Limited availability from Ind-Ed Coordinator, New York City

4. Business and Industry Resources (Herkimer, East Madison, Oneida Counties)

    Industry-Education Coordinator's Office
    Herkimer County BOCES

    Comment: Uncertain of availability at this time. Being revised.

5. Yellow Pages of Learning Resources - Edited by Richard S. Wurman

The MIT Press
Massachusetts Institute of Technology
Cambridge, Mass.

Comment: Available from MIT Press at $1.95

6. Career Education and the Businessman: A Handbook of Action Suggestions

Chamber of Commerce of the U.S.
1615 H Street, NW
Washington, DC 20006

Comment: Available from Chamber of Commerce of U.S. for $1.00

7. Career Education: A New Concept in Teaching

National Association of Manufacturers
277 Park Avenue
New York, NY 10017

Comment: Available from NAM, Cost? Probably free in single copy.

8. Elementary and Secondary Education

National Association of Manufacturers
Education Department
277 Park Avenue
New York, NY 10017

Comment: Available at no charge from NAM

9. Industry Education Projects

National Association of Manufacturers
Education Department
277 Park Avenue
New York, NY 10017

Comment: Can be ordered from NAM @ $.50

10. School Volunteers in New York State

The University of the State of New York
State Education Department
Albany, NY 12224

Comment: Available in quantity from SED. Recently mailed to all schools.

11. Goals for Elementary, Secondary and Continuing Education in New York State

The University of the State of New York
State Education Department
Albany, NY 12224

Comment: Available from SED. Recently mailed to all schools.

12. Providing Optional Learning Environments in New York State

The University of the State of New York
State Education Department
Albany, NY 12224

Comment: Available from SED.

13. The Educational ABC's of Industry

The Educational ABC's of Industry
2212 11th Street
Niagara Falls, NY 14305

Comment: Available without cost

USING COMMUNITY RESOURCES IN CAREER EDUCATION: AN IMPERATIVE

by

ROBERT E. NORTON
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The Center for Vocational and Technical Education
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THE OHIO STATE UNIVERSITY
1900 Kenny Rd., Columbus, Ohio 43210

USING COMMUNITY RESOURCES
IN CAREER EDUCATION: AN IMPERATIVE

By: Robert E. Norton

With the implementation of career education, the need to establish new and strong cooperative relationships between schools and their communities has become an imperative! We must immediately proceed, as educators, to bring about both more extensive and more effective utilization of community resources in public education. Schools cannot and should not attempt to provide a total educational program for students by themselves. There is no way of bringing the relevancy demanded by career education into our school programs without really opening up our schools to the world that surrounds them.

We, as educators, must honestly recognize and admit that we cannot provide career education ourselves! Further, we must sincerely and frankly admit our shortcomings to the community and solicit its help. We must help members of the community—parents, employers, employees—and organizations of the community—civic, governmental, and social—to identify their role in implementing and conducting career education programs. We must "turn on" the community by informing the public of career education and by devising strategies so that everyone who wishes can become a part of the career education process in a way that is meaningful and satisfying to him, and in a way that contributes significantly to meeting the needs of students.

These are challenging words to those of us responsible for the preservice and in-service preparation of teachers and administrators. To do what is being suggested means work—hard work for us and for others. But before we dismiss the whole idea in favor of letting someone else do it, let's look at what can be gained and what it will cost.

What can be gained from more effective and more extensive community involvement in most communities? Many specific benefits can be cited but for our purposes, six major ones will serve to illustrate the benefits of increased school-community cooperation:

1. Availability of Skilled Resource Persons in Many Fields—The human talent available in even the smallest of communities is vast and often nearly untapped by the educational system. All types of workers reside in most communities—the professional, technicial, skilled, semiskilled, and the unskilled. And many of them are willing and anxious to help.

2. Availability of Materials and Equipment that the School Cannot Afford—Many printed and audiovisual materials are available, generally just for the asking, from local businesses, industries, organizations, and agencies. Some of them are not useful in public educational

programs but many of them are. For vocational programs, in particular, local businesses and industries, often have costly specialized equipment that may be borrowed or demonstrated on-the spot, facilities that may be used on at least a limited basis, and by products of their operations wood, metal, fabric, plastic, etc., that may be obtained for little, if any, cost for educational purposes.

3. Instruction Related to Outside World Activities–With community involvement, in whatever form or focus, the relevance of instruction to how it is really done in the business world is automatically increased. Advisory committees, resource persons, field trips, borrowed or loaned equipment, or facilities all tend to greatly improve the relationship of what is taught to what really happens in the community.

4. Youth More Aware of Local Career Opportunities–By involving parents, employers, and employees in the educational program, the students cannot help but become more aware of the type of employment opportunities that exist locally and their advantages and disadvantages. Much of the literature and the audiovisual materials available from business and industry will contribute to the same end. And this says nothing of the benefits regarding career planning that are to be gained from observational and hands-on exploratory experiences.

5. Youth More Adequately Prepared for Employment and/or Further Education Contact with community workers brings with it in a variety of ways greater awareness of the skills, knowledge, and attitudes required for specific types of employment. It also means firsthand information about the type of vocational, technical, post-secondary, or higher education needed by those who aspire to hold specific positions. Since awareness precedes choice, the information to be gained firsthand about job requirements and educational requirements is vital to sound career planning. And as vocational educators well know, the preparation experiences gained from work study and cooperative education programs cannot be duplicated in any other way.

6. Youth More "Turned On" to the Relevance and Importance of Education as Preparation for Life To use today's vernacular, to have an employer "tell it like it is," means much more to most students than having the teacher say the same thing. We, as educators, would generally agree the closer the source of the information to the real thing, the better the information and the more attention it will be given. Employers and others in the work community can help teachers and counselors in their efforts to help all students understand the importance and relevance of education to life, no matter what career goals they decide to pursue. Community participation can help students realize the importance of adequately preparing for their next step, whatever it is.

Now let's look for a moment at what it will cost to bring about more effective and more extensive community participation in education. The question of cost is generally the first one asked by administrators and board members when a new program or program modifications are called for.

This is especially true today with the increased concern for accountability and the many taxpayer revolts that have resulted in more rejected school bond issues than ever before in history.

The writer firmly believes that increasing community involvement offers not only one of the very best ways of improving our educational programs but also one of the cheapest available ways of improving them. That is not to say that none of the possible community involvement type activities will cost money, but rather that many of them can be implemented at low cost and in some cases for practically no cost.

First, some no cost or practically no cost activities:

1. Resource Persons- parents, employers, employees, etc. can be brought into the classroom with the only investment being a letter and/or a short telephone call.
2. Work Experience- exploratory, general, and cooperative work experience opportunities exist in all communities to some extent. Again a telephone call, a letter, and/or some visits to explain and supervise the work experience program is generally all that is necessary.
3. Information–free materials and information are generally available locally for little or no cost including career information, technical information about industrial processes, and career placement information.
4. Supplies, Equipment, and Materials–many local businesses will supply upon request sample copies of business forms, job applications, etc.; will loan specialized or surplus equipment; and will give the school various by-products of their operation (wood and sheet metal scraps for example).
5. Advisory Groups--the school can, with little or no cost, secure expert advice and opinion in many areas.
6. Tutoring-Advising–assistance on a one-to-one basis is one of the most effective and under utilized techniques available whereby community persons serving as tutors can provide a vital service to students, particularly the less able and low motivated students who might otherwise be lost.

A few of the more costly activities that when weighed against the benefits to be derived cannot be considered prohibitive include:

1. In-service Education of Staff–although some in-service education time for staff is generally a part of the regular school program, it does take time and does cost money. The fact that community resources are under utilized and often ineffectively utilized, however, speaks strongly of the need for an effective in-service program for most staffs. Printed materials, as we well know from past experience, will not do the job alone. We must deal with the

attitudes as well as the understandings and skills of staff as regards effective community resources utilization.

2. Development of Community Resources Directory - this is a low cost activity, relatively speaking, but the development of a comprehensive community resource directory can go a long way toward making staff aware of the resources that are available and suited to their particular needs.

3. Field Trips--although the cost of transportation for field trips is relatively low in comparison to many other educational costs, it does add significantly to already tight budgets.

4. Additional Staff- the size of the school system will determine whether part-time or full-time staff are needed to effectively develop and coordinate the community involvement program. Here the benefits to be gained must be carefully weighed against the costs to be incurred and the monies available.

Before going further, let's briefly address the topic of the role of community involvement in career education and the views of educators and community representatives toward such involvement.

A review of what might be called the principles or tenets of career education quickly reveals that there is nearly unanimous agreement that "career education involves the entire school program and that it should unite the school and community in a cooperative educational venture." One of the five initial program requirements for career education, laid down by the U.S. Office of Education as development of the Comprehensive School-Based Career Education Model (CCEM) that was launched in July of 1971, was that the educational program to be developed for grades K through twelve around the career development needs of each student must "incorporate community resources and non-school educational opportunities." It is stated in different ways by different writers but all are in essence saying that a new partnership must be formed if career education programs are to provide the broad range of educational experiences needed to prepare students for more rational career choices and more relevant career preparation.

What about the views of educators and community representatives toward the use of community resources in career education? To answer that question and the question of what factors tend to inhibit the use of such resources, we in the Staff Development Unit of CCEM developed a questionnaire last spring that was completed by 116 educators from five different school districts, and an interview schedule that was administered to 200 persons representing five different community sub-populations in two different communities this summer.

Prior to conducting the study, we were already aware that many teachers in the six local education agencies (LEAs) that were participating in the development of the school-based model were making little and in some cases practically no use of resource persons and field trips. For example, to the question, "During the previous school year, how many people visited your classrooms to talk about their jobs and the kind of work they do?", 63 percent of over 2800 teachers from the six LEAs replied none. To the question, "During the previous school year, how many trips did your class(es) make to observe work being performed?", 68 percent replied none. And to the question, "During the previous school year, how many trips did your class(es) take to places other than work settings?", 55 percent replied none.[1]

Several interesting findings came out of the educator survey. Time allows for the sharing of only a few at this point. The attitudes of 116 educators (primarily administrators and in-service coordinators) from five large school systems toward the use of community resources is pretty well summarized by their response to the question at the end of the survey which asked, "In general, the utilization of community resources should be:

		PERCENT RESPONSE
A.	Greatly Expanded	93.0
B.	Remain About Same	7.0
C.	Greatly Reduced	0.0

Over 58 percent of the same group felt that the major inhibiting factor as regards use of community resources was simply teacher unawareness of the resources actually available. The biggest factor reported as inhibiting the use of study or field trips was the lack of and cost of transportation.

We came up with similar findings from the 200 community interviews conducted last summer. A few of the highlights follow:

a. 95.4 percent of all respondents said they favored the use of resource persons in school. Most (166 out of 197) said they were "very favorable" toward having resource people in the schools.

b. 97.0 percent of all respondents answered that they were either "very favorable" or "somewhat favorable" toward the use of field trips as a part of regular school activities.

c. 98.5 percent of the respondents were favorable toward having students work part-time in local businesses and factories as a way of learning about different jobs and at the same time developing skills which will help them become successful employees after graduation.

d. 83.3 percent of the respondents indicated that they favored the use of advisory committees. The respondents felt, however, that teachers and administrators were somewhat less favorable toward advisory committees (51.6 percent for teachers and 54.2 percent for administrators).

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[1] *Attitudes Toward Career Education*, a report submitted [illegible] The Comprehensive Career Education Model, The Center for Vocational and Technical Educ[illegible] Columbus, Ohio, by The Institute for Educational Development, New York, New York, F[illegible]ary 1972.

From the data presented, we can easily draw two major conclusions, which while they may not be true for every community in the country, are true for the communities and schools surveyed. First, we have evidence from a large number of teachers who say they simply are not making any use of field trips or resource persons. Second, we have indications from both educators and community representatives that they highly favor the use of community resources in education. The nagging question that arises then is, why don't we have more use of these resources? What are the inhibiting factors that prevent the desires of the educators and the community from being fulfilled? We don't have all the answers for sure but we do feel we have some good insights into the problem.

Before dealing directly with those insights, consideration is given to what might be called some school-community tenets. What principles or beliefs do we generally hold to be true as regards the school and the community?

The following are offered for your consideration:

SCHOOL-COMMUNITY TENETS

1. Learning does not occur exclusively in schools.
2. Career education requires that the work world and the school world be brought together.
3. New school-community cooperative relationships are essential.
4. Relevant education requires expanded community involvement.

Let's assume we agree (at least in part) that effective use of community resources is vital to any educational program and especially to a career education program. We are still faced with the question of what are the proper roles of both the school and the community in terms of facilitating the type of involvement sought and according to the surveys discussed, desired by both educators and the community. Each of the roles presented here, first for the school and second, for the community could be further delineated but the ones presented will serve our purpose.

The SCHOOL should:

- Be sensitive to community needs.
- Utilize community resources both in-school and through out-of-school study trips.
- Involve community representatives in appropriate advisory and decision-making roles.
- Publicize the type of resources and involvements needed.
- Coordinate the use of resources.

The COMMUNITY should:

- Keep informed about its schools.
- Insure that school programs are relevant.
- Offer appropriate resources and assistance to its schools by getting involved.

Each of these could be commented upon and some will be later but now let's go back to consideration of some of the problems that prevent more effective and more extensive use of community resources. These problems may be broadly categorized into two major areas: poor communication and poor coordination.

First, the problem of poor communication. We sincerely believe that in many cases educators do not understand the many benefits to be derived from community involvement. And why should they? What have we done in our teacher preservice and in-service programs to illustrate and demonstrate the benefits to be gained from field trips, resource persons, and advisory committees. Of course, some educator groups, including vocational educators do a better job in this area than others. But do we do enough? How many student teachers have we placed where no advisory committee exists, except perhaps on paper? How many student teachers complete their field experience without ever having planned and conducted a field trip, without ever having arranged for a resource person or for a work experience program?

Educators are unaware in many cases of business, industry, and parent willingness and desire to cooperate. There is a very natural reluctance on the part of most people including educators to ask favors of others for free. And yet, community people often wonder why they are never asked to assist in any way. The two groups want and need each other's help but are too often put in the embarrassing position of having to ask for it as in the case of the teacher and in the position of not really knowing who to offer assistance to as in the case of community persons. We must establish some frank and free-flowing means of two-way communication to overcome this hurdle.

Educators are also simply unaware of the vast amount of facilities, equipment, materials, and talent available in their local and nearby communities. As I reported earlier, over 50 percent of the educators surveyed in five school districts reported that they believed a major inhibiting factor was teacher unawareness of available resources. Remember, awareness must precede choice! When we are unaware of resources that could do a better job, we are forced to resort to the worn out lecture method or the same old equipment we've always used.

But, poor communication is only about one-half of the problem. We also have the problem of poor coordination and its many harmful attributes. More effective use of community resources requires a systematic and organized approach. How many school districts do you know of that have a definite and well-thought out plan for maximizing the use of community resources? How many cases do you know of where all arrangements, planning, coordination, etc., are left entirely up to the teacher? Here is one good place to start in most school systems that really want to effect change.

More extensive use requires coordination of educator and community efforts. How many school districts do you know of who have a school community resources coordinator who is given ample time and resources to do a really effective job? With some coordination, a resource person coming to school to meet with one class might very well meet with two or more classes that have been combined or stay an extra hour to meet with another class. With some coordination, the same business or resource person will not be called upon unduly to contribute time or other resources while a similar business is not contacted at all.

The problem of coordination also strongly suggests that a community information and resources clearinghouse is needed. A central location where teachers and counselors can funnel their requests and expect to receive quick and courteous assistance is essential to a viable program. In the same way, a central office or location where parents, employers, and others can phone in their offers of assistance or where they can drop by to demonstrate their sincerity and perhaps explain the types of resources available is as vital to a successful community resources utilization program as the ERIC Clearinghouses are to the dissemination of educational information.

Now that we have briefly discussed some of the major problems and inhibiting factors, let's turn our attention to some of the possible solutions. Not all of these will be equally appropriate for all school districts but all of them and others unmentioned should be considered by all districts who seek an effective and well coordinated program.

PROPOSED SOLUTION 1 - The National Association of Manufacturers (NAM) recommends the following plan that merits careful consideration by persons at all levels of education. They advocate "that a qualified person of appropriate rank be designated at the federal, state, and local government education levels to coordinate and encourage business, industry-education cooperation."

PROPOSED SOLUTION 2 - Every educational system that is sincere about its intent to implement career education and to maximize the effective use of community resources, should develop and make available to every teacher, counselor, and administrator in the system a copy of a Community Resource Directory for Career Education. The directory should include an inventory of resource persons, businesses and industries, community agencies and organizations, governmental agencies, and parents. Often local chambers of commerce and other groups have been of invaluable assistance in compiling such a directory. The value of such a directory to a busy teacher or counselor who wants to make use of the best community resources available but does not have the time to locate such resources cannot be overstressed. Remember, over half of the educators reported that the lack of awareness of resources available was a major obstacle to their use. While on this topic, we must not forget the too often overlooked resources that are possessed by the educational staff. Most teachers, counselors, and administrators have held other positions or jobs for at least short periods of time. An inventory of these readily available "in-house" resources can also make a valuable contribution. One district reported that the students saw their teachers in a new light (as more human, of course) once they realized teachers could no more than "just teach."

PROPOSED SOLUTION 3 - Another solution for many districts will be the initiation, activation, or expansion of the use of advisory committees or councils. Only persons who have had some direct or close association with their proper use can fully realize the benefits to be gained from them. Many teachers and administrators after discovering their value firsthand have stated "I don't know how I ever got along without one." Yet many educators continue to fear and almost "shake in their boots" at the thought of having to organize and use an advisory committee. Again, somewhere, somehow, we are failing to clearly demonstrate their use and value in our preservice and in-service teacher education programs.

PROPOSED SOLUTION 4 - Greater use must be made of the vast talent that can be assessed through use of resource persons. Since cost is not a factor here, there is no really satisfactory excuse, other than possible lack of awareness, that should be accepted as explanation for failure to enrich the educational program in this manner.

PROPOSED SOLUTION 5 - Greater use of study or field trips should be made. Again teachers must be made aware of the businesses and industries that are willing and able to host various types of trips. The board of education and administrator also have a responsibility of making transportation readily available for such trips.

PROPOSED SOLUTION 6 - The services available through community organizations, both governmental such as the employment security division, and non-governmental such as civic groups, are often relatively untapped. Many of the governmental agencies have official responsibility through legislation or other orders to assist the educational community in any way they can. Similarly, the Kiwanis, Rotary, Lions, and other civic clubs all have educational or vocational guidance committees of one kind or another. They often are anxiously seeking ways to provide service to the schools to help them fulfill their obligations as community service organizations.

PROPOSED SOLUTION 7 - One student commenting on his involvement in a work experience program said "This is where it's at." For many students that is exactly where it is at and yet we have so few of the total who need such relevant and motivating experiences that ever receive them while in school. Let's face it, no school alone, no matter how excellent its curriculum can provide its students real job experience. More exploratory, general, and specific cooperative work experience programs are needed. They benefit the student, the businesses involved, and the school in many ways.

Other solutions could be proposed, but we suggest these seven "keys to involving community resources in career education" as a starting point. And we have gone way beyond what has been discussed thus far. In addition to the educator and community survey, we have developed a staff development program designed to promote the more effective and more extensive use of such resources[2] (See Figure 1). The program consists of both an in-service program or process and related supportive instructional materials. It consists of eight modules which focus on helping various staff members develop a positive attitude toward the use of community resources. It also suggests many specific strategies for locating and effectively using them in career education programs. The materials being

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[2] For an illustration of A Comprehensive Career Education Staff Development Model and a list of the products currently under development at CCEM/CVTE to support its implementation, see Attachments A and B respectively.

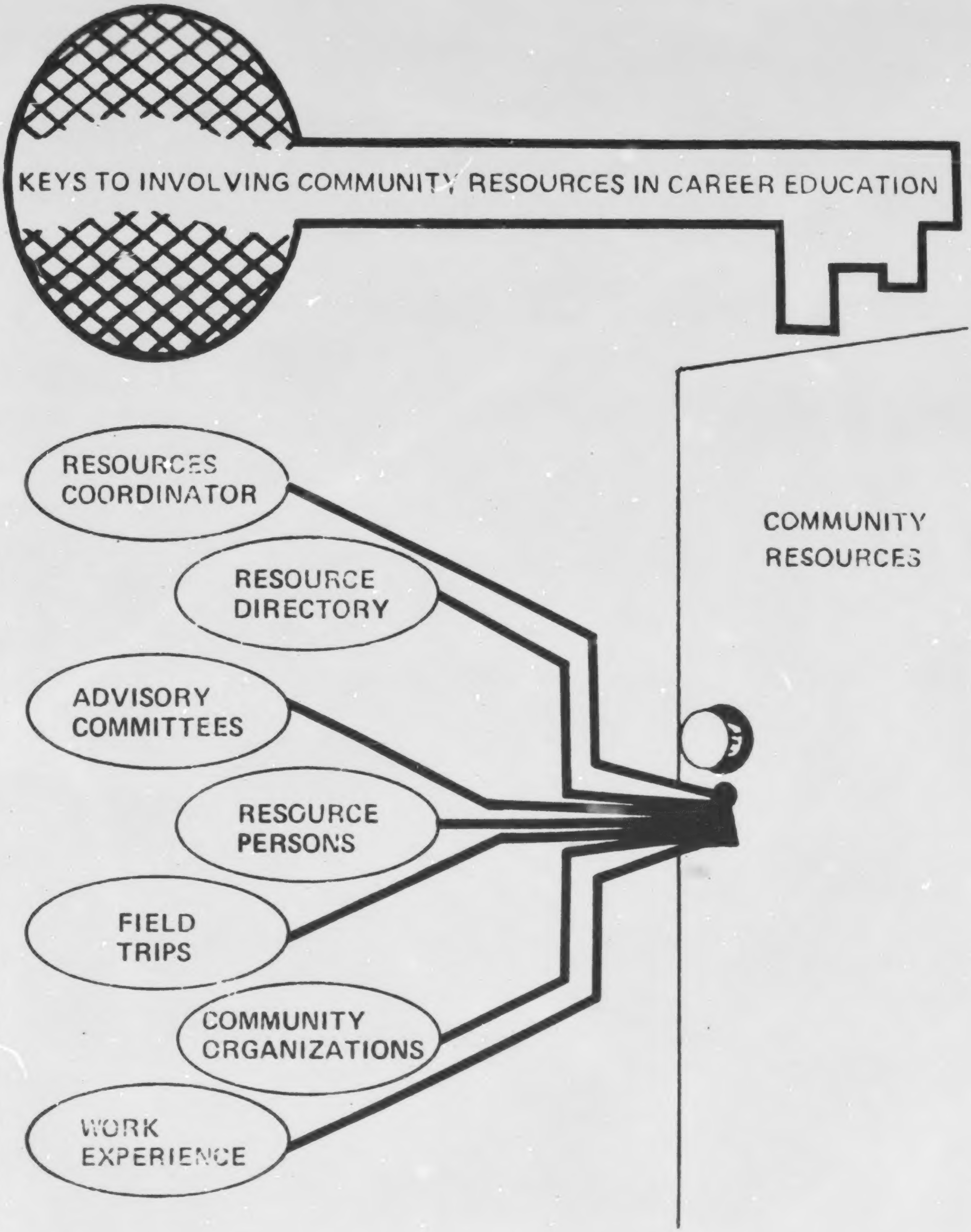

KEYS TO INVOLVING COMMUNITY RESOURCES IN CAREER EDUCATION
RESOURCES COORDINATOR
RESOURCE DIRECTORY
ADVISORY COMMITTEES
RESOURCE PERSONS
FIELD TRIPS
COMMUNITY ORGANIZATIONS
WORK EXPERIENCE
COMMUNITY RESOURCES

Figure 1

developed, and to be tested shortly, will be both printed and audiovisual (transparencies) in nature. They are designed primarily for small group instruction but parts can also be appropriately used on an individual basis. The in-service program, which would take approximately eight hours to complete in its entirety, is designed for use on a needs analysis basis. In other words, not all staff would likely participate in all modules although that option is possible.

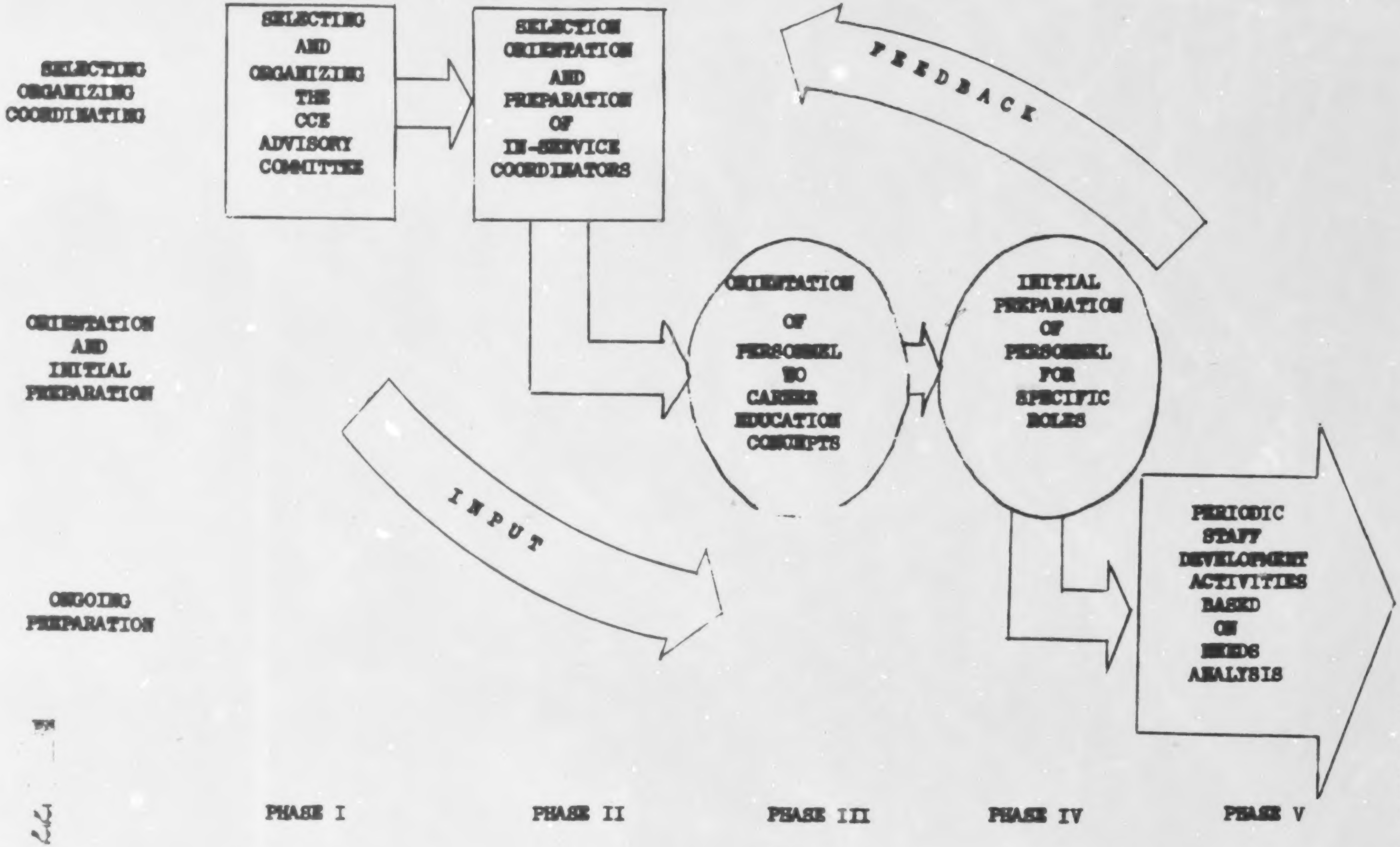
Module topics include the following: (a) introduction, (b) needs assessment, (c) role of the resources coordinator, (d) development and use of a community resource directory, (e) community-school advisory committees, (f) involving resource persons, (g) using field trips, (h) involving community organizations and agencies, and (i) work experience programs. The program will be available sometime next year after field testing for use by administrators, in-service personnel, teachers, counselors, and others. We feel and believe that students, through expanded contacts with the community, will be the ultimate benefactors.

A couple of years ago Sam Burt issued a challenge to all educators when he said that what was needed was "a new type of professional leadership–the kind of leaders who will literally tumble the school walls down so that students and teachers will continually be in the community and the community in the schools." That is still a good challenge to leave with you. The problems of poor communication, poor coordination, as well as others will continue to inhibit the types of involvement recommended for some time. Let us accept that fact as a challenge to do something about it–something that will help all our youth. As teacher educators, you have a vitally important role in preparing our teachers of tomorrow so that they will possess the kind of leadership needed to implement viable community resource utilization programs as part of the comprehensive career education programs of tomorrow.

Attachment A

A CCE

Staff Development Model


SELECTING
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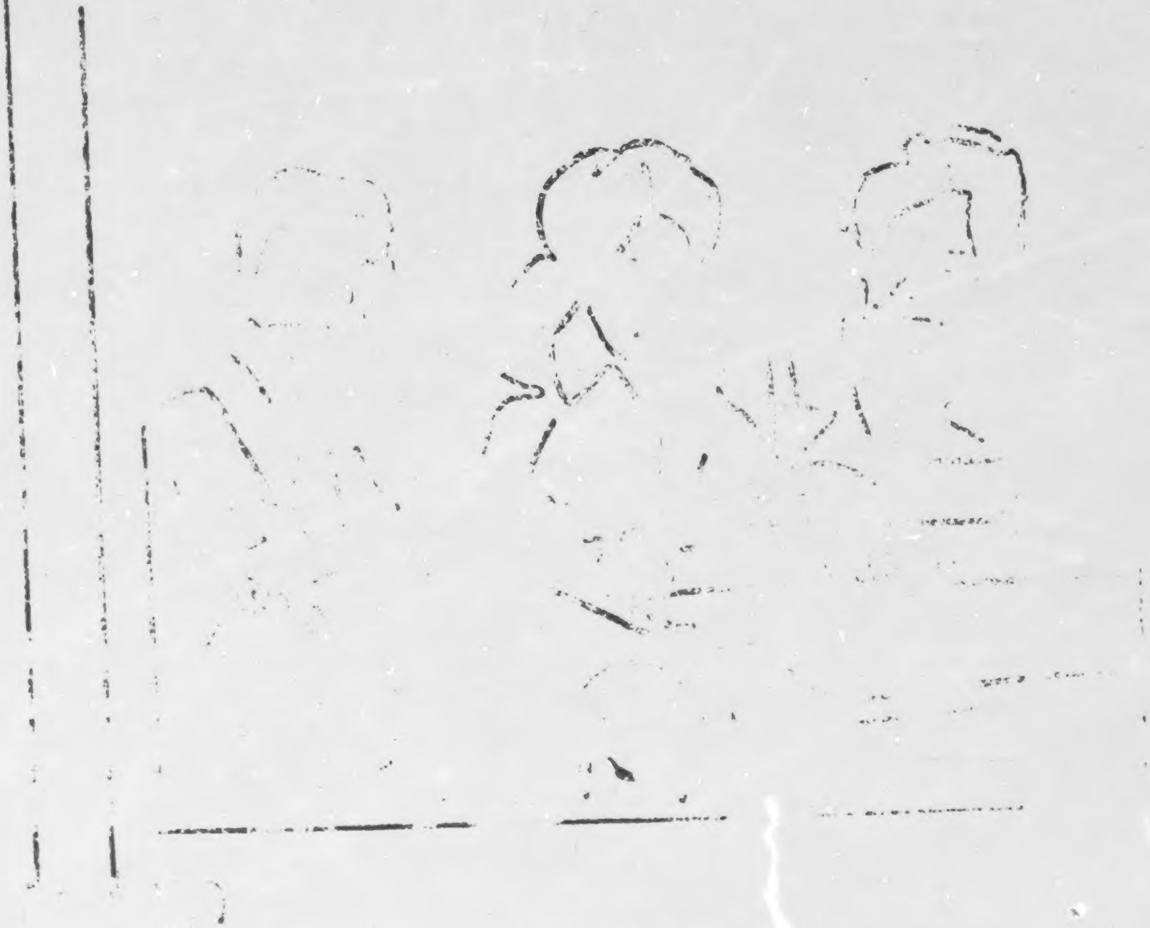
PHASE V

GARDEN EDUCATION



[illegible] project [illegible] are [illegible]

publication [illegible]

FOREWARD

ADVISORY COMMITTEES CAN CONTRIBUTE TO THE SUCCESS OF CAREER EDUCATION PROGRAMS.

WITH THE RAPID INCREASE IN TECHNOLOGICAL KNOWLEDGE AND CHANGE, IT IS IMPORTANT FOR EDUCATORS TO BE COGNIZANT OF THESE DEVELOPMENTS AND CHANGES.

ADVISORY COMMITTEES, WITH THEIR REPRESENTATION FROM LABOR AND MANAGEMENT, CAN PROVIDE THE INFORMATION AND GUIDANCE NEEDED TO KEEP TRAINING PROGRAMS CURRENT.

The primary purpose of this guide is to encourage and help school administrators to organize advisory committees and to provide general guidelines for their effective utilization.

DEFINITION OF ADVISORY COMMITTEE

The advisory committee is a group of persons outside the educational profession, made up of representative laymen who advise and assist educational personnel in the building of a sound career education program.

WHY THE NEED FOR AN ADVISORY COMMITTEE?

Assisting young people to understand qualification and requirements in career fields requires the best cooperative efforts of the school and the community. In order to meet its responsibility, the school must know what the people need and want. The community should know what the school is doing and is capable of doing.

It is also necessary for the school to know what jobs are available and how they can best give students knowledge of these jobs. There must be a two-way system of understanding and communication between agriculture, business, labor, industry, and education in order to keep the program realistic and to meet changing needs. Today, more than ever before, education and outside agencies must work as a team and share the responsibility for training the work force vital to the nation's economy. There are several reasons for having an advisory committee:

1. They offer support and advice on policies from a layman's point of view.
2. They provide advice that is not easily obtainable elsewhere.
3. They have important public relations potential.
4. They assist educators on up-to-date occurances in the agricultural, business, labor, and governmental areas.

FUNCTIONS OF THE ADVISORY COMMITTEE:

The general function of the committee is to act in an advisory capacity for the development of the career education program. The advisory committee should advise the school administration on such things as types of employees they are seeking; availability of openings in various fields; long-range projections in occupational areas; general and specific attitudes for employees; awareness of how disciplines can relate to occupation; ideas on how teachers can incorporate or simulate careers into subjects and to contribute current information about the world of work and the worth of work.

Other than the above mentioned functions, advisory committees often perform the following:

1. Advise as to adequacy and appropriateness of facilities and equipment.
2. Assist teachers in relating their instruction to the needs of the community.
3. Recommend criteria for the evaluation of programs.
4. Assist in development of a good public relations program.
5. Assist teachers by making suggestions on ways to include careers in the curriculum.

SELECTION OF ADVISORY COMMITTEE MEMBERS

Criteria for selection of committee members:

1. Interest
2. Character and integrity
3. Ability to express and willingness to defend their convictions without attempting to dominate discussion.
4. Willingness to work and donate their time.

Committee members should be composed of:

1. Parents
2. Businessmen (both employers and employees)
3. Both men and women
4. Students currently enrolled in school (to express their views)
5. School district member

NOTE: Be sure to get a good cross-section of owners, managers, employees. Take precautions to insure that organized labor and management receive equal representation.

About seven (7) to nine (9) members make a good sized committee.

THE FIRST MEETING

The initial meeting is extremely critical as far as maintaining the interest and continued support of the committee members. If the first meeting is well conducted, the new members are well informed by the school, and a degree of rapport is established, continued participation will probably be forthcoming. The following checklist will assist the responsible person in his preparations for the first meeting:

1. Inform each member of the date, time, and place of the meeting several days in advance.
2. Send invitation to school administration.
3. Prepare agenda for the meeting. (Orientation of the members is the main objective).
   Suggested Agenda:
   a. Welcome and remarks by the chief school administrator.
   b. Introduction of the members
   c. Nature and objectives of the school and the specific program.

   d. Organization of the committee.
   e. Other business -- questions from participants.
   f. Set date for the next meeting.
   g. Adjournment

4. Start and adjourn on time.
5. Arrange for refreshments.
6. Make a friendly phone call to the committee members and thank them for attending.

NOTE: There is no generally accepted policy regarding the number of meetings to be held. A committee working to build a worthwhile program must meet often and regularly in order to carry out its assignment. When committees are assembled to deal with short-term projects, the frequency of the meetings should be arrived at accordingly.

SUBSEQUENT ADVISORY COMMITTEE MEETINGS

The following guidelines will be of assistance in conducting advisory committee meetings:

1. Start and stop on time.
2. Follow the agenda:
   a. See that all pertinent information is presented.
   b. Allow for discussion and questions.
   c. Summarize when necessary.
   d. Get group decision.

The following information may also be of help in conducting meetings:

"How to Prepare for a Discussion"

1. Have your program or purpose organized.
2. Breakdown and list the basic topic points.
3. Analyze questions to be discussed.
4. List important discussion questions.
5. Check room for comfortable temperature and lighting.
6. Place chairs around table informally and in conference style.
7. Arrange for pencils and note pade for each person.

"Suggestions for Leading a Discussion"

1. Set the stage.
   a. Create an informal atmosphere and put the group at ease.
   b. State and clarify the questions, problem care or issue.
   c. Arouse interest; advance a question of the analytical or comparative type.

2. Direct the discussion.
   a. Ask and redirect questions. Keep the discussion moving in a developmental direction.
   b. Indicate points of agreement and disagreement.
   c. Give appropriate credit for all worthy relevant ideas.
   d. Encourage exploration and new suggestions.
   e. Summarize discussions when they are fully developed and call attention to unexplored viewpoints.

THE CHAIRMAN'S RESPONSIBILITIES

The chairman's conduct at advisory committee meetings will, to a large extent, determine the effectiveness of the committee. He will, of course, delegate many of his duties to the secretary or other members of the committee, but he is still responsible for the following functions:

1. Establish meeting dates and calling the committee members.
2. Planning committee functions.
3. Preparing a suitable agenda.
4. Providing background information as necessary.
5. Presiding at meetings.
6. Undertaking necessary follow-ups.
7. Providing reports as required.
8. Maintaining necessary personnel contacts with members.
9. Assuring that physical needs are cared for.

Advisory committee members will show the greatest continued interest and participation in school projects when:

1. Their advice is sought frequently but not unnecessarily.
2. Their former suggestions have been used by the school administration.
3. Democratic procedures have been used in committee meetings.
4. Due credit is given them by having their names printed in the various publications and news releases.
5. The school representative keeps them informed of the progress of each phase of the program.

THE SCHOOL REPRESENTATIVE'S RESPONSIBILITIES

Since the advisory committee, in most cases, will depend upon the school representative to guide its operation, the school representative will want to consider the following items:

1. Respect the committee's limited time.
2. Be prompt in the preparation of records (such as minutes of the meetings, etc.)
3. Do not underestimate the intelligence of the committee members or their interest in educational matters.
4. It is inadvisable ever to permit committees to become administrative in their functions. Seek a consensus, never a vote.
5. The school representative should never usurp the functions of the advisory committee by such actions as:

   a. Initiating programs without consulting the advisory committee.
   b. Taking action within the realm of the designated functions of the advisory committee without first consulting the committee.
   c. Failing to inform the committee of facts pertaining to the program.
6. Do not set too broad a scope of objectives for the advisory committee, or allow the committee to deviate too far from their original objectives.
7. Use of privileged information by the committee members for their own benefit or profit must be avoided.
8. Do not ignore the committee's recommendations. If their suggestions are sound, appropriate action should be taken as soon as possible. If the proposals are not adopted by the school, committee members should be told why.

The techniques used by the school representative will be influenced by many factors and will need to be changed to fit the personnel of the committee and local conditions. It is hoped that the various techniques indicated here will help school representatives adopt sound methods of effectively working with advisory committees.

CONCLUSION

Career education depends on community involvement. Its activities project out of the classroom and into the community. Community resources -- people, places, and things -- are both content and methods of instruction. They are essential to program success. And while the specific resourees of communities vary, each is rich in its own unique way.

Because career education has not yet been tightly defined, there is opportunity to tailor programs to the widely different community circumstances. The programs that develop should have objectives broader than just filling manpower needs and providing students with salable skills. They can be the avenue through which students find a successful and satisfying future. They can be the door that lets the community know what goes on in school. They can be the key to community support for educatin.

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April 24, 1974

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5/7/74

Eric Centers
New York State

Albany:

1. College of St. Rose Library
2. University Library, Education Area, SUNY

Belmont:

1. BOCES - South Street

Brooklyn:

1. Brooklyn College Library Social Science-Education Division (Bedford and Avenue H)

Buffalo:

1. Lockwood Memorial Library - Reference Department

Cortland:

1. Teaching Materials Center, SUNY College at Cortland

Elmira:

1. Elmira College, Gannett-Tripp Learning Center
2. Library Services - Hoffman Street

Endwell:

1. BOCES - Lawndale Street

Fredonia:

1. Reed Library, SUNY College

Geneseo:

1. Milne Library - SUNY College

Horseheads:

1. Regional Education Center - S. Main Street

Ithaca:

1. Mann Library, Cornell University

Jericho:

1. BOCES - Nassau County, Jericho Turnpike

Middletown:

1. Occupational Education Center - Fortune Drive West

New Paltz:

1. SUNY College Library

New York City:

1. Bank Street College of Education, Bank Street
2. Center for Urban Education, Madison Avenue
3. New York University - Education Library, Washington Place
4. Teachers College Library, Reference Supervision, W. 120th Street

Oswego:

1. SUNY College, Penfield Library

Patchogue:

1. Suffolk County Regional Education Center, Church Street

Port Henry:

1. BOCES - Essex County Area Education Center

Potsdam:

1. SUNY College, College Library

Rochester:

1. University of Rochester, Education Library

Rome:

1. Che-Mad-Her-On., East Gordon Street

Staten Island:

1. Richmond College Library, Stuyvesant Place

Stony Brook:
1. State University College, Library Reference Department

Syracuse:
1. Educational and Cultural Center (ECCO), East Water Street

Williamsville:
1. Western New York School Development Council, California Drive

Yorktown Heights:
1. BOCES, Fox Meadow Road

Eric Microfiche Listing

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ED 080 706
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The AIR-BAUTE Career Education Curriculum for Grades K-9. Summary.

ED 080 753
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ED 080 850
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ED 060 179
Carlson, C. "K-12 Project in Career Development and Bridging the Gap Between School and Work." (First Interim Report).

ED 067 469
Benson, A. "A Resource Guide for Career Development in the Junior High School."

ED 065 666
"Vocational Development in Grades 7, 8, and 9. A Resource Guide Integrating Selected Vocational Development Concepts with Eight Areas of the Curriculum in Grades 7, 8, and 9."

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ED 050 005
"Man: His Life and Work. A Career Orientation Manual for Teachers of the 7th and 8th Grade Social Studies."

ED 061 429
"K-12 Career Education Guide.

ED 064 509
Olson, L. "Career Development Components in Vocational Education: A Diagrammatic Model K-12."

SAMPLE CURRICULUM MATERIALS
Designed for Middle School Level

Courtesy of TRI-BOCES
Auburn, New York

Print Material:

Careers for the 70's: Dance
Walter Terry 1971
Crowell-Collier Press, New York, NY
(Part of a Series)

Career Education-Program : Vol. II; Grades 7-9
Houghton Mufflin Co., Boston, Mass.

Career Opportunities
Ferguson Publishing Co.,
Chicago, Illinois
(Part of a Series)

Aim for a Job in the Medical Laboratory
Richards Rosen Press
New York, New York

Exploring the Industries
Steck-Vaughn Co., Austin, Texas
(More Technical)

Sound and Film:

Careers in Interior Design
Educational Dimensions Corp., Great Neck, New York

Man Has Wings
Bowmar, Glendale, California
(Very popular)

Career Education
Olympus Publishing Co.
(orientation to concept)

Setting Goals
Guidance Associates, Pleasantville, New York
(use with attitudes)

Keys: Career Exploration
SRA, Chicago, Illinois

Job Attitudes: Why Work At All?
Guidance Associates, Pleasantville, New York

Sound:

Careers in Business Occupations
Sound Learning Systems, Shreveport, Louisiana
(Not as popular as sound/film)

Filmloop:

Glaziers
Encyclopaedia Brittanica
(part of vocational series - not popular)

Transparencies:

Clerical Occupations/Responsibilities
3M Company, St. Paul, Minnesota

Programs:

Discovery: Career Log
Scholastic Book Services, New York, New York
(part of a program kit)

Careers Exploration Program
Field Educational Publishers, Inc., Palo Alto, California
(series of texts)

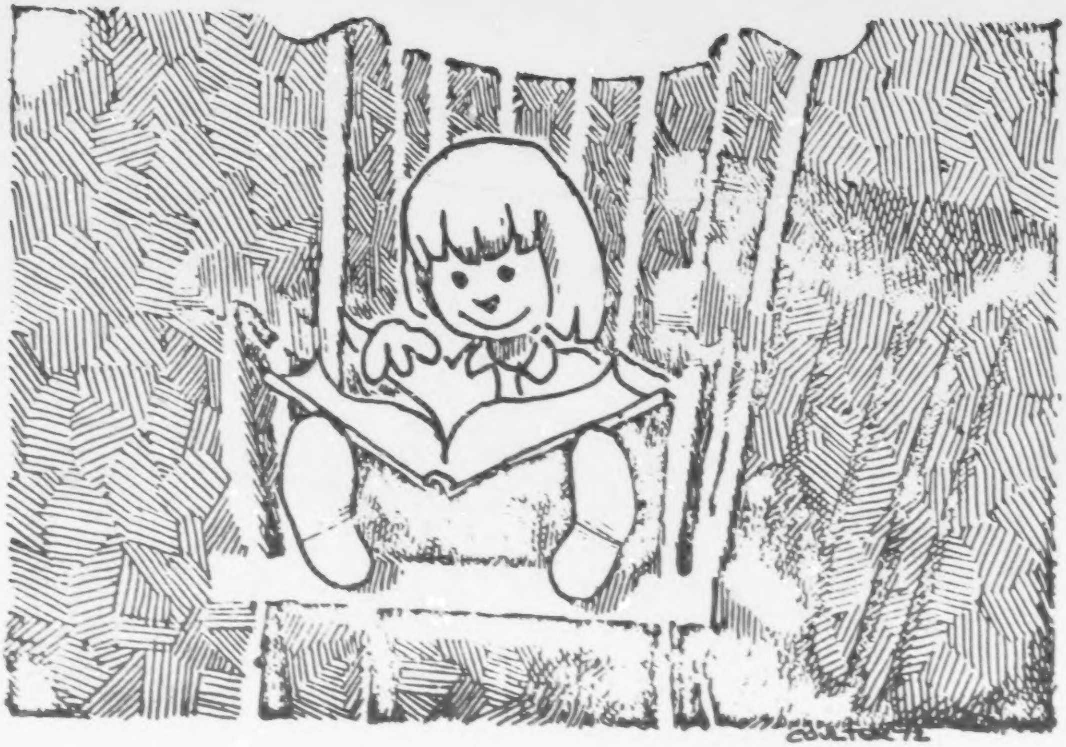
Miscellaneous:

Arco Test Tutor: Air Traffic Controller
ARCO, New York, New York

Materials from Chronicle Guidance, Moravia, NY

A.E. NORTON

THE LEARNING CENTER



A KEY RESOURCE for CAREER EDUCATION

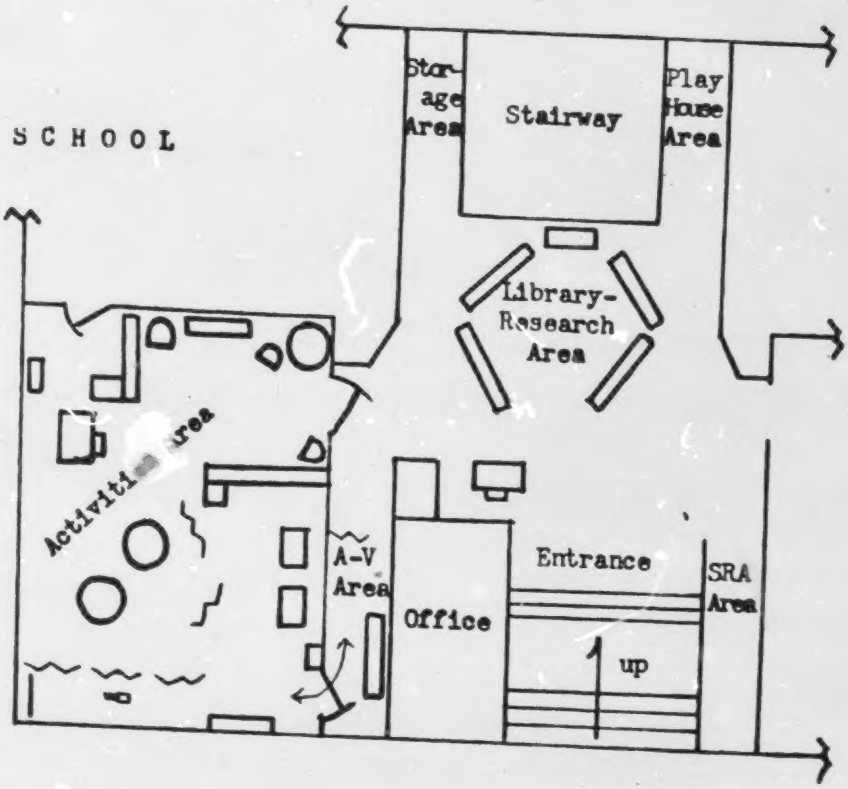
Developed by

Mrs. Phyllis Horton
Director
Glidden Learning Center

In cooperation with

ABLE Model Program
Northern Illinois University
DeKalb, Illinois

THE GLIDDEN SCHOOL LEARNING CENTER



GLIDDEN SCHOOL is an elementary school in DeKalb, Illinois, serving two hundred children, kindergarten through fifth grade. Glidden is an old building composed of eleven classrooms on three floors. Each floor has a large central-hall area which can be used in a variety of ways.

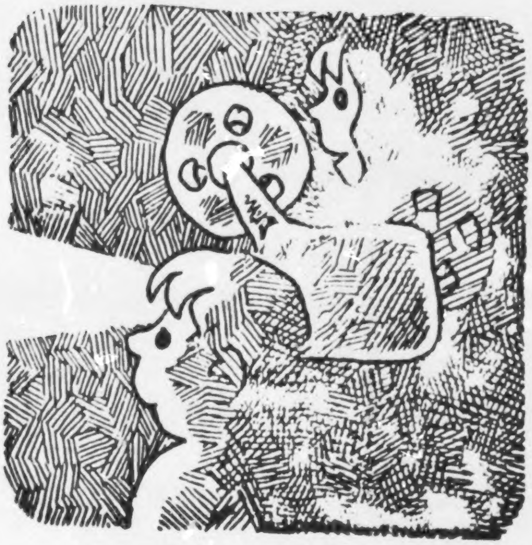
THE LEARNING CENTER, now in its fourth year of operation, is located on the middle floor of the school, making use of the central-hall space on that level and one classroom off that hall. The large center section of the hall is used primarily for a library-research center, and one of the four hall extensions is used as an audio-visual center. The classroom space houses various activity-areas.

FREE-FLOW ARRANGEMENT is utilized, and many activities will involve more than one area. An "area" may consist of a simple grouping of appropriate furniture or equipment into a small corner or a portion of the hall, with no separating barriers between it and the next activity grouping. Staff members move from area to area in a team situation, working together to coordinate the many programs in operation simultaneously in the center. Areas are changed or rearranged as the needs and interests of those using the facilities change.

THE

AUDIO-VISUAL

AREA



In one section of the Learning Center there are tables for the use of audio-visual equipment. Located on one of these tables are the cassette tape recorders, which pupils may use to make their own tapes. One table houses the single-concept and film-strip projectors. Pupils may go to the filmstrip rack and choose a filmstrip, operate the viewer themselves, and when finished, return the filmstrip to its proper place. The single-concept viewer is very easy for students to operate, and a wide variety of film loops for this piece of equipment are available.

Another area houses the record players. Music is a big part of the day in the center. Pupils like to bring favorite records from home and share them with friends. If quiet activities are in progress in the center, they listen with ear-phones. If it is hobby and visiting time, all can enjoy the record.

The accessibility of these different kinds of media in the center helps the children to use different styles of learning and to fit these styles to their own needs.

THE ACTIVITIES AREA

Space for storing and for playing educational games is available in the activities center. Also in this area are live plants, acquariums, and live animals for the pupils' observation and enjoyment. A favorite spot in the Learning Center is the rocking chair corner, where pupils often sit side by side in the big rocker reading poetry or visiting. Some children may make use of the activities area to prepare for classroom speeches, puppet shows, or plays. A typewriter is available for student use when needed.

A display table is featured in this area, with displays changed often according to the current predominant interests. Often reproductions of famous paintings are displayed. Pupils come in to browse and decide which they like best. Then they write the title and artist and put their "ballot" in a box provided. At the end of the week the ballots are counted by a committee of pupils, and the "painting of the week" is displayed in the hall area of the center. Teachers or parents sometimes loan valuable collections for the children to share, such as a display of artifacts from Peru. The children have shown responsibility and care in viewing these items.

In the Learning Center are found a variety of materials and tools with which pupils can express themselves. University students assist in promoting and displaying works of pupil creativity. Screens in the activities area, designed and built by the Learning Center staff, are painted in bright colors and partially covered with burlap for display of the children's art work.

PERSONNEL

Differentiated staffing is utilized:

A full-time director supervises all activities;

A half-time aide assists with materials and records;

6-8 student teachers from N.I.U. are assigned to the center each year;

17 volunteer community resource persons work with the center in various ways;

3-6 upper grade pupils work in the center;

The principal, whose office is near the center, is actively involved;

Consultants from ABLE Model Program are available to assist with career education programs.

MATERIALS

Books

Tapes

Records

Transparancies

Filmstrips

Single-Concept Loops

Pictures

Maps

Games

Magazines

Art materials

Craft materials

Skill development materials

Science materials

Living plants

Living animals

EQUIPMENT

Filmstrip projectors

Tape Recorders

Movie Projector

Single-concept projector

Overhead projector

Listening Stations

Tables

Chairs

Files

Shelves

Film storage racks

Art screens

Acquariums

Cages

Playhouse equipment

Puppet stage

ACTIVITIES FILE

A file of comprehensive activities based on Bloom's taxonomy is available for use by the staff. Learning Center personnel are constantly in the process of supplementing this file. As learning activities are developed and materials for these activities prepared, the plans are written on cards and filed for future use.

LIBRARY-MEDIA SERVICES

The Learning Center provides a place where books, audio-visual equipment, and other learning media can be kept, catalogued and used. Materials prepared by one class can be brought to the center and shared by others in the school. Areas of the center can be scheduled for use by one class, if needed for a special presentation.

The Learning Center staff provides instructional support to the classroom teachers in many types of learning situations, such as gathering materials for a new unit, preparation of an orientation lesson, or guiding pupils who come to the center with projects initiated by the teacher.

The Learning Center coordinates all rental film orders, picking up the films, making them available for sign-out by all teachers, and returning them at the proper time. The Learning Center staff, along with community volunteers, is available for consultation when new learning materials are being considered for purchase.

UNSCHEDULED RESEARCH

Pupils can come and go to do research at the times that are best for them according to their classroom situation. They are encouraged toward independent learning, but they receive guidance and assistance from the staff when needed.

During one two-month period a Research Blitz was held, with the assistance of seventeen senior elementary education majors from Northern Illinois University. Using a checklist of twenty-five research skills, these seniors worked with every child, planning lessons which enabled the children to gain or refine research skills.

With the assistance of consultants from ABLE Model Program, the Learning Center staff introduced ABLE's plan for implementing career education in elementary schools. Groups worked with interviewing techniques, visited and interviewed people at their work sites, and arranged and conducted interviews with working adults who came to the school. The group utilized cameras, film, tape recorders, and tapes on interviewing methods that were available from ABLE headquarters. Learning Center staff and student teachers utilized introductory materials from ABLE, such as Career Education Activities through World of Work Resources.

MINI-GROUPS

Student teachers and community volunteers come to the Learning Center to teach mini-groups, many of which are multi-age. Some of the past study groups have been photography, pottery, tie-dying, archaeology, weather study, creative dramatics, puppet making, and "World of Work."

As projects progress, a group may share experiences with the rest of the school through the *LC Scoop*, a newsletter published each day by Learning Center staff and distributed to the entire student body. Upon completion of a project, posters can be displayed in the Learning Center, and sharing sessions may be arranged so that parents and other students may view movies, snapshots, and slides of the group at work.

K-2 CLASSES

Regularly scheduled lessons are conducted in the Learning Center for kindergarten, first, and second grade classes. They are given training in the use of the library, and they become acquainted with the Learning Center areas. They learn to operate all the equipment in the Learning Center--eight different pieces in all. They are given an "operator's license" upon completion of this training, which allows them to operate the equipment independently.

Other lessons are also included and may vary from week to week. The students may hear a story, see a record-film-strip, respond to poetry reading, or participate in creative dramatics with their teacher of the day. Sometimes they are divided into small groups for an activity or for an art project.

OPEN ENVIRONMENT

The atmosphere of the Learning Center is relaxed and conducive to encouraging the interests of children. A child can prescribe a course of study for himself, and he can work in groups. Not only will he learn facts and concepts, but he will be able to have social inter-action in an open, informal environment. He will discover *what* he would like to learn, *how* he would like to go about the learning experience, and *what happens* to him as a person during the experience.

OBJECTIVES WITHIN THE CENTER

1. To remain always flexible--a tool of the school--changing as needs of pupils, teachers, and school change.
2. To serve as a center for books and other learning materials.
3. To provide a place where school projects can be carried out.
4. To provide personnel capable of assisting teachers in implementing programs in progress within the classroom.
5. To set various themes throughout the year and expand these themes as a form of curriculum enrichment.
6. To provide a place where children can pursue enrichment activities (arts, crafts, nature study, creative writing, etc.).
7. To provide an open atmosphere which will encourage pupils to develop creativity and positive personality growth.
8. To encourage children to develop an independent study program.
9. To provide facilities (personnel, materials) for a teacher to command in evolving an educational prescription for a special child or a group of children.
10. To serve as a unifying center of the school, where materials produced by any grade level can be shared by the whole school.
11. To instill love of learning, creativity, and wisdom to used available materials effectively.

Visitors are always welcome in the center. For an appointment, write or call:

Mrs. Phyllis Horton
Director
Glidden Learning Center
School District 428
DeKalb, Illinois

815-758-7431

For information about career education or materials available, contact:

Dr. Walter Wernick
Director
ABLE Model Program
The University of Illinois
DeKalb, Illinois

815-753-1959

Representative Career Education Materials: Addresses

A Tentative Framework for Developing Comprehensive K-12: Texas;
Texas Education Agency, Austin Texas

Career Education Curriculum Guide: Lafayette, Louisiana;
Robert Arceneaux, Career Education Supervisor,
Lafayette Parish School Board, Lafayette, Louisiana

Geometry Career Unit: Minnesota
Ernest Thomsen, Superintendent, Public Schools,
White Bear Lake, Minnesota

Field Trip Exploration for Junior High: Minnesota;
Ernest Thomsen, Superintendent, Public Schools,
White Bear Lake, Minnesota

Home Economics Career Unit: Minnesota
Ernest Thomsen, Superintendent, Public Schools,
White Bear Lake, Minnesota

Career Education Projects K-12: Cloquet, Minnesota
Career Education Committee, Public Schools,
Cloquet, Minnesota

Science Unit-Career Related: Minnesota
Robert Madson, Director
Dept. of Education, Minnesota State University,
Vocation-Technical Division, Capital Square Bldg.,
St. Paul, Minnesota

Curriculum Units: Raleigh Co., West Virginia
Research & Development Project in Career Education
Raleigh County Schools
105 Adair Street
Beckley, West Virginia

Exemplary Resource Units in Vocational Education: Lincoln Co., West Virginia

Exemplary Project
Lincoln County Schools
Hamlin, West Virginia 25523

Career Education: West Virginia

Exemplary Project
Lincoln County Schools
Hamlin, West Virginia 25523

ASSESSMENT OF CAREER EDUCATION CURRICULUM MATERIALS:

Suggested Fundamentals for Consideration

(research copy)

Dr. LaVerna M. Fadale
Cornell Institute for Occupational Education
Stone Hall, Cornell University
Ithaca, New York

Circle the appropriate number:
- 1 - the material adequately demonstrates the fundamental
- 2 - the material does not demonstrate the fundamental
- 3 - the fundamental is not appropriate to the specific material

1 2 3 1. Does the material contain objectives?

1 2 3 2. Are these objectives clear?

1 2 3 3. Can the accomplishment of these objectives be measured?

1 2 3 4. Are procedures, activities and content of the material related to and appropriate for meeting objectives?

1 2 3 5. Is the nature and scope of the material content adequate to meet the objectives?

1 2 3 6. Are expected outcomes through the use of material identified?

1 2 3 7. Is the sequential order of material presentation more likely than others to lead students toward accomplishing basic goals?

1 2 3 8. Does the material introduce experiences that would otherwise not be available in the classroom?

1 2 3 9. Do the materials serve the range of abilities and aptitude within the target population?

1 2 3 10. Is there variety within the materials to provide for abilities of all pupils?

1 2 3 11. Are the materials representative of the curriculum involved; that is, do they help further the objectives of the curriculum?

1 2 3 12. Is the material supplementary to the curriculum?

1 2 3 Is the material basic to the curriculum?

1 2 3 13. Does it contain suggested instructional procedures?

1 2 3 14. Is there clarity and organization within the material?
    1 2 3 a) Are sample student activities and questions included?
    1 2 3 b) Are instructions clear?
    1 2 3 c) Is the intended use easily understood?
    1 2 3 d) Is it attractive?
    1 2 3 e) Is it matched to interest and reading level?

1 2 3 15. Does the material suggest other resources -- supplementary and/or instructional?

1 2 3 16. Does the material provide for feedback to the user?

1 2 3 17. Are the materials consummable?

1 2 3 18. Are there restrictions on material use, such as restrictions as to making copies?

1 2 3 19. Are the materials, if so designated, appropriate for student use, such as usability, readability, attractiveness, interest and motivation?

1 2 3 20. Are there provisions for evaluating the material as it is used within the educational program?

1 2 3 21. Does the material contain career education objectives?

1 2 3 22. Does the material offer opportunity for infusion and integration of career education with existing curriculum?

23. To which career elements does the material generally address itself?

1 2 3 a) career awareness
1 2 3 b) self awareness
1 2 3 c) decision making
1 2 3 d) attitudes and appreciations
1 2 3 e) economic awareness
1 2 3 f) skill awareness
1 2 3 g) employability skills
1 2 3 h) educational awareness

24. To which career education goals does this material address itself?

1 2 3 a) The identification and integration of occupational and non-vocational interests, skills, values and needs to encourage realistic and accurate self-understanding.

1 2 3 b) The assessment of skills, values, interest and needs with subsequent comparison to characteristics of alternative careers and life styles.

1 2 3 c) The application of learning in school to conditions and demands within the out-of-school environment.

1 2 3 d) To help acquire understanding of various aspects of the world of work, such as specific occupational requirements, life style of various occupational clusters/families, the general nature of the "working life", and relationships between effects of various economic and social conditions.

1 2 3 e) To help define and make exploratory career choices that are compatible with individual interests, abilities and aspirations.

1 2 3 f) To help obtain at least minimum skills needed for employment or skills needed for continued education.

25. What is the type of material?

1 2 3 printed
1 2 3 audio-visual
1 2 3 manipulative

26. What is the target for the material?

1 2 3 curriculum
1 2 3 career information
1 2 3 career preparation
1 2 3 guidance
1 2 3 staff development
1 2 3 placement
1 2 3 evaluation
1 2 3 community
1 2 3 management/administration
1 2 3 other: ______________

27. What is the discipline area?

1 2 3 language arts
1 2 3 mathematics
1 2 3 science
1 2 3 social studies
1 2 3 fine arts
1 2 3 health/physical education
1 2 3 home economics
1 2 3 industrial arts
1 2 3 other: ______________

28. What career education population is served?

1 2 3 students
1 2 3 instructional personnel
1 2 3 non-instructional personnel
1 2 3 parents
1 2 3 community
1 2 3 other: ______________

29. What is the grade level range?

1 2 3 primary (K-3)
1 2 3 intermediate (4-6)
1 2 3 early secondary (7-9)
1 2 3 secondary (10-12)
1 2 3 post-secondary (13+)

30. Does the material demand special conditions for its use?

1 2 3 equipment
1 2 3 facilities
1 2 3 personnel or staff
1 2 3 learning conditions
1 2 3 time
1 2 3 instructional strategies
1 2 3 other: ______________

31. For what instructional strategies is the material appropriate?

1 2 3 self-instruction
1 2 3 discussion
1 2 3 programmed instruction
1 2 3 simulation/gaming
1 2 3 psychodrama
1 2 3 role playing
1 2 3 individual projects
1 2 3 field observations
1 2 3 self-evaluation
1 2 3 group/panel discussion
1 2 3 demonstrations
1 2 3 drill practices
1 2 3 individual/group counseling
1 2 3 supervised work experience
1 2 3 lab simulation/practice
1 2 3 modeling
1 2 3 micro-teaching
1 2 3 problem solving
1 2 3 dramatic activities
1 2 3 manipulative skill development
1 2 3 psychomotor activities
1 2 3 other: ______________

32. Does the material coincide with the needs of my institution/project?

MATERIAL CONTENT

LOCAL NEEDS	Objectives	Presentation of Material	Ability Range Served by Material	Aid for Instructional Procedures	Evaluation Procedures	Career Education Aspects	General Characteristics of Material
Objectives	yes | no						
Presentation of Material		yes | no					
Ability Range Served by Material			yes | no				
Aid for Instructional Procedures				yes | no			
Evaluation Procedures					yes | no		
Career Education Aspects						yes | no	
General Characteristics of Material							yes | no

Total Number of "yes" answers ______.
Total Number of "no" answers ______.

33. Based on comparison of the material and local need, the recommendation is made that:

☐ The material should be used and made available to the appropriate staff.
☐ The material should not be used or made available to the appropriate staff.
☐ No decision can be made without further consideration.

APPENDIX C

"PRODUCT PHLYER"

IDENTIFICATION OF CAREER EDUCATION MATERIALS

ELEMENTARY/MIDDLE SCHOOL LEVELS

EPDA Summer Institutes

in

Career Education

1973 - 1974

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Teaching Aids................................... 5

Teaching Activities............................. 8

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Collection of Materials for
Career Education................................ 13

INTRODUCTION

A multitude of curriculum products have been developed by the participating teams in the EPDA Career Education Summer Institutes for elementary and middle school level educators. A sample of these products are identified in the following pages as representative of institute material outcomes. The products are being used by their originators in their day-to-day activities with children. Thus, along with a brief description of the material, a contact person has been identified for your reference and information.

CURRICULUM INFUSION

Contact Person:

John Haubner
Plattsburgh Middle School
Plattsburgh, New York

Description of Materials:

A listing of activities for communication/media and an infused unit with the subject content of "creative expression" have been developed for utilization in implementation for career education awareness at the middle school level. The materials have potential for application to staff development programs.

Contact Person:

Ed Malott
Oswego Middle School
170 West 1st Street
Oswego, New York

Description of Materials:

The infused curriculum focuses on the Public Service Occupations Cluster. A slide/tape presentation, a resource personnel file and a community resource file for the Oswego area supplements the curriculum. The materials address the dignity of work and awareness of the occupational cluster. The materials can be used for inservice programs and as a reference by the faculty in their teaching.

CURRICULUM INFUSION

Contact Person:

Daniel Devaney
Commerce Middle School
Yonkers, New York

Description of Materials:

The unit entitled Urban America is built around the social studies curriculum at the seventh grade level. In addition to social studies, math and science are integrated into the unit. The unit provides an idea resource for implementation and/or staff development.

Contact Person:

Mrs. Jeanette Copley
Booth School
West Second and Davis Streets
Elmira, New York 14901

Description of Materials:

A number of infused curriculum materials were an outgrowth of the team's participation in the summer institute for the middle school levels. Content topics of the materials include a library skills contract for 7th grade, relevant library activities, mathematics, literature, art, drafting and a cluster program for underachievers. The materials have application for classroom adoption to increase awareness and a sense of relevancy, and to staff development programs.

CURRICULUM INFUSION

Contact Person:

Dr. Julia DeCarlo
C.W. Post University
Greenvale, Long Island
New York

Description of Materials:

Sample infusion units, outcomes of the summer institute, for elementary school levels have been collected. This resource has been made part of the ERIC system for easy reference. The title is: Career Education in the Elementary School: An Infused Approach.

Contact Person:

Yvonne Johnson
Fillmore Middle School
106 Oppenheimer Street
Buffalo, New York

Description of Materials:

The unit entitled "An Interdisciplinary Module in Career Education" is designed as infusion of language arts, social studies, industrial arts, and guidance to the manufacturing cluster at the 8th level. The materials parallel the existing curriculum with the objectives to "broaden horizons of... students" and to "demonstrate to... faculty... how exploration of careers... can be infused into the curriculum."

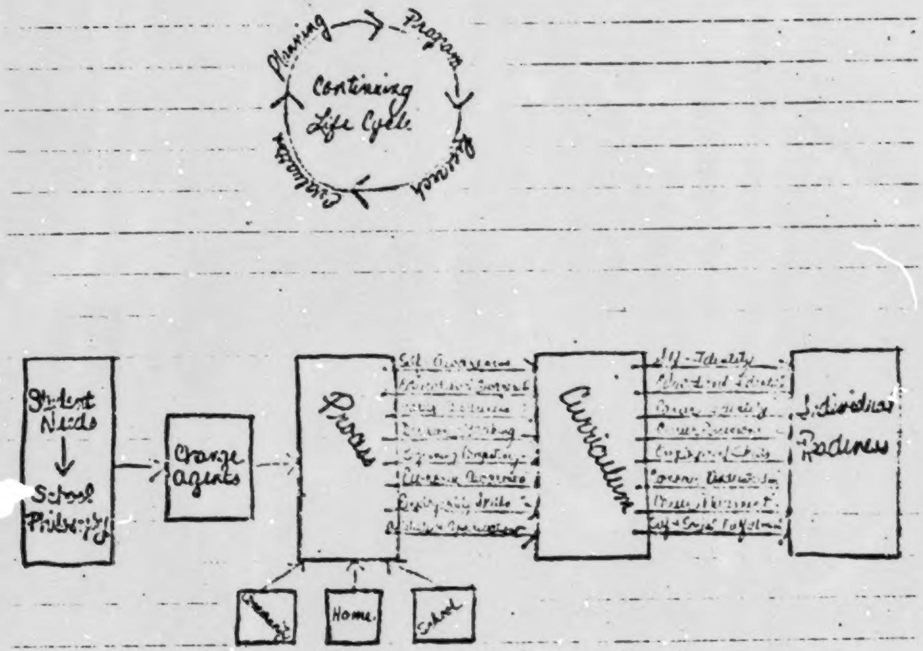
TEACHING AIDS

Contact Person:

Sara House
Beehmantown Central School
Plattsburgh, New York

Description of Materials:

A variety of teaching materials address the process of infusion, decision-making and the world of leisure. These instructional materials, based on a team-designed model (shown below) provide an idea resource for staff development and implementation at middle school levels.


Planning
Program
Research
Evaluation
Continuing Life Cycle
Student Needs
School Philosophy
Change agents
Process
Self-Awareness
Curriculum
Self-Identity
Self & Social Fulfillment
Individual Readiness
Community
Home
School

TEACHING AIDS

Contact Person:

Sally Reaves
Clyde-Savannah Central
Glasgow Street
Clyde, New York

Description of Materials:

The team has developed a variety of teaching materials including among others: a slide/tape presentation of careers in the community, "ideabook" for teacher reference with curriculum infusion, community resource file, multi-media "hands-on" kits and a newsletter. The materials address decision-making skills, values, self-awareness and career awareness. The materials can serve as resources for the infusion effort.

Contact Person:

Donna Burzillo
Solvay Union Free Schools
Hazard Street
Solvay, New York

Description of Materials:

The team has developed a variety of teaching materials including displays, slide/tape, idea book, curricular activity and resource kits and resource identification. Self-awareness orientation and limited skill development are addressed. The materials are catalogued and are consistent with the school's existing curriculum.

TEACHING AIDS

Contact Person:

Frank Weiss
Lewiston-Porter Junior High School
Creek Road
Youngstown, New York 14174

Description of Materials:

The series of activities entitled "A Mini Mod: Occupational Visitation" are designed to enable students to explore community occupations and subsequently share their experiences. The approach expands traditional approaches of the middle school to the world of work. These materials are an outgrowth of a program that has been in operation for one year. Observations indicate the program is functioning smoothly as a more comprehensive, systematic approach to the previous programming. Materials are illustrative of a program that may have applicability for other settings.

TEACHING ACTIVITIES

Contact Person:

Virginia Wood
Chateaugay Central School
Chateaugay, New York 12920

Description of Materials:

The team has developed unique displays to be utilized in conjunction with career education. In addition, the team has identified role playing activities to be used with elementary school children.

Contact Person:

John Roloff, Principal
Baldwinsville Elementary School
Baldwinsville, New York

Description of Materials:

The team has developed a variety of techniques and teaching aids to be used relevant to career education in terms of infusion and self-awareness. The activities have been designed for use at the elementary school level.

TEACHING ACTIVITIES

Contact Person:

William Ecker, Principal
Churchville-Chili Elementary School
Churchville, New York

Description of Materials:

The team has developed a collection of career education activities to be used with early elementary children.

Contact Person:

Mike DeLorm
Cato Meridian Middle School
Cato, New York

Description of Materials:

The team has produced a slide/tape presentation that has utility in orientation presentations to teachers and board members. It focuses upon goals and needs within Career Education and descriptions of the USOE clusters. A card file of activities that can be infused into subject areas is available in categories of career awareness and career exploration with emphasis on role playing and self-awareness. The newspaper is a central theme to these materials as well as with the teacher handbook and community resource file.

VISUAL DISPLAYS

Contact Person:

Keri Rhebergen
Ticonderoga Middle School
Alexandria Avenue
Ticonderoga, New York

Description of Materials:

Occupational clusters are represented by 3-D and pictorial representations to increase awareness of career groupings. They can be utilized with middle school level students and in staff development programs.

AUDIO-VISUAL MATERIALS

Contact Person:

Dr. Ruth Ferguson
Career Education Institute
Pace University-Manhattan
New York, New York

Description of Materials:

As part of the institute experience, each team prepared a media orientation package to be utilized in staff development programs at the middle school. The packages are directed at the home school, but the techniques and skills are universal.

Contact Person:

Gary Griesock
Eden Middle School
Eden, New York

Description of Materials:

The team developed a slide tape presentation focusing on the variety of job opportunities in the Eden community. The materials, a general orientation, can be used with middle school students to encourage involvement and discussion of the local economy. In staff development programs, the presentation can serve as an example of products that could be developed for other school districts, and as an example of the multiplicity of job opportunities in any one community.

AUDIO-VISUAL MATERIALS

Contact Person:

Dr. Richard J. McCowan
Dr. M. Duane Mongerson
SUC at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Description of Materials:

The director and co-director have developed a slide presentation based on the summer institute activities. The product has the greatest potential for use with staff development programs in career education.

COLLECTION OF MATERIALS FOR CAREER EDUCATION

Contact Person:

Dr. Richard L. Knudson*
Career Education Institute
State University College
Oneonta, New York

Description of Materials:

The product outcomes of five teams has been collected into a document entitled "A Way of Getting Started in Career Education." The collection represents units, goals, activities and guides.

---

*one copy included courtesy of Dr. Knudson.

CURRICULUM INFUSION

Contact Person:

Jacqueline Morana
Buffalo Public School #37
295 Carlton Street
Buffalo, New York

Description of Materials:

The unit, entitled "An Interdisciplinary Module for Career Education - Infusion of Banking into the Academic Areas of Social Studies, Mathematics, Language Arts and Earth Science" focuses on the cluster of trade finance. The module relates to several skills taught at the middle school level and has particular potential as a motivational technique with the disadvantaged student. The materials can serve as an example of academic career education infusion in staff development efforts.

5/28/74

APPENDIX D

OUTLINE OF SUGGESTED PROCEDURE FOR PRODUCT IDENTIFICATION

In the course of your institutes this summer many of your teams and participants will engage in the formulation of "products" to be used within their career education and staff development programs. These products can usually be categorized into those utilized primarily for "activities", i.e. games, media, visuals, and displays, and those that are primarily instructional outlines such as "units" or "infused lessons".

Some products, of either category, may be developed at your institute that offer potential for applicability and utilization by others. Often these are difficult to reproduce and may need explanation for optimal utilization.

As directors and co-directors you may discover products of either the activity-oriented category or the instructional outline category that you feel have potential as a technique or tool for others. The attached form when completed would identify, describe and locate such products. Of course, when feasible, samples of the actual product could be attached.

The completed forms from the eleven institutes at the end of the summer would provide a systematic reference of institute product outcomes that directors and co-directors have identified as being worthy of mention.

PRODUCT IDENTIFICATION FORM

Date: ____________

nstitute: ________________________________

irector and Co-Director: ________________________________

eam Identification: ____________________ (School) ____________________ (School Administrator)

____________________ (Address) ____________________ (Phone Number)

____________________ (Team Leader) ____________________ (Team Member)

____________________ (Team Member) ____________________ (Team Member)

____________________ (Team Member) ____________________ (Team Member)

Product Description:

1. What are the materials?

2. What concepts will the materials help develop with middle school students?

3. How does the product relate to the existing middle school curriculum?

4. What outcomes have been observed if the product has been utilized with middle school students?

5. How can the materials be utilized with staff development programs in career education?

APPENDIX E

SYNTHESIS OF EPDA DIRECTORS FINAL REPORTS: PARTICIPANT OBJECTIVES

Career Education Institutes: Middle School 1974

0 THE TEAM WILL DEVELOP UNDERSTANDING FOR THE ROLE THAT CAREER EDUCATION CAN AND SHOULD PLAY IN THE EDUCATIONAL MATRIX OF ALL YOUTH.

1.1 WILL IDENTIFY THE DISCONTINUITIES AND CONTEMPORARY PROBLEMS THAT HAVE LED TO PROPOSALS FOR CAREER EDUCATION.

Validity:	2 - yes, 4 - high
Degree of achievement:	5 - high 1 - moderate
Activities/ Resources:	presentations, film - FUTURE SHOCK, panel discussions, community survey
Evidence of objective achievement:	teams identified community problems, discussed film and its implications, criterion 1.11, readings - annotated bibliography, curriculum projects or products, teams visits with industrial leaders
Comments:	limited by time

1.2 WILL TRACE THE HISTORICAL ANTECEDENTS OF THE CAREER EDUCATION MOVEMENT.

Validity:	1 - yes, 1 - no, 4 - two or moderate
Degree of achievement:	3 - high, 2 - moderate, 1 - low
Activities/ Resources:	presentations, reading assignments, text, handouts
Evidence of objective achievement:	criterion 1.22, readings and lecture on antecedents increased level of awareness of participants, panel discussions, reports of readings
Comments:	Seemed important only for background, classroom teachers feel this item is of little or no importance to them, their interest was not excessive in this objective.

1.3 WILL IDENTIFY AND INTERRELATE THE MAJOR THEORIES OF CAREER DEVELOPMENT.

Validity:	2 - yes, 3 - high, 1 - moderate
Degree of achievement:	1 - high 4 - moderate 1 - low
Activities/ Resources:	presentations, discussions, text
Evidence of objective achievement:	criterion 1.31, readings - annotated bibliography discussions, participants were able to identify concepts, all not able to apply them
Comments:	too comprehensive for time allotted; theories or constructs were considered, at best, of marginal value; Dr. Fadale's materials were most helpful

1.4 WILL EXAMINE THE WORKING DEFINITIONS OF THE CAREER EDUCATION CONCEPT PROPOSED IN REGENTS PAPER #11, CIOE'S POSITION PAPERS AND USOE'S CCEM.

Validity:	2 - yes, 2 - high, 2 - moderate
Degree of achievement:	5 - high 1 - moderate
Activities/ Resources:	CCEM, Regents Paper, CIOE position papers, presentations, discussions, text, development of local philosophy during institute
Evidence of objective achievement:	team definitions of CE, comparison of pre- and post- definitions, criterion 1.41, curriculum products and mini-grant proposals,

1.5 WILL IDENTIFY THE COMPETENCIES NEEDED FOR ENTRY INTO AN OCCUPATION AND/OR THE WORLD OF WORK AS EXEMPLIFIED BY THE CONCEPTS OF CAREER EDUCATION.

Validity:	2 - yes, 3 - high, 1 - moderate
Degree of achievement:	4 - high 2 - moderate
Activities/ Resources:	field trips, panel, Hall Occupational Inventory, film, CCEM, community resource survey, interview guide, readings

Evidence of objective achievement: discussions, criterion 1.51, developed community profiles, audio-visual studies, questionnaires

Comments: failure to bring to the group Havinghurst or other appropriate scales or utilize a child psychologist

1.6 WILL IDENTIFY THE DEVELOPMENTAL NEEDS OF MIDDLE SCHOOL CHILDREN THAT CAN BE MET THROUGH CAREER EDUCATION.

Validity: 4 - high

Degree of achievement:
3 - high
1 - low

Activities/Resources: interviews, presentations, construction of curriculum units, evaluation of existing middle school units, assigned readings

Evidence of objective achievement: criterion 1.61; heated argument, panel debate, increased awareness

Comments: very little interest in presentation; participants rated this as most important

2.0 THE TEAM MEMBERS WILL ENHANCE THEIR KNOWLEDGE AND APPRECIATION OF THE WORLD OF WORK AND THE DYNAMICS OF THE DISCONTINUITIES IMPOSED BY THE IMPACT OF ACCELERATING TECHNOLOGICAL CHANGE.

2.1 WILL TEST ATTITUDES, APPRECIATIONS AND UNDERSTANDINGS AGAINST THOSE OF PEOPLE INVOLVED IN OTHER OCCUPATIONS.

Validity: 2 - yes, 3 - high, 1 - moderate

Degree of achievement:
4 - high
1 - moderate
1 - low

Activities/Resources: field trips, discussions, presentations, panel, development of interview sheet, team reports

Evidence of objective achievement: field trips, interviews, Bureau of Labor statistics presentation - highly rated by participants

Comments:	teams felt they had learned a great deal and will continue to do so through steady development of contacts

2.2 WILL BECOME AWARE OF OCCUPATIONAL ENTRANCE LEVEL REQUIREMENTS AND THEIR HISTORICAL TRENDS.

Validity:	2 - yes, 1 - high, 3 - moderate
Degree of achievement:	3 - high 2 - moderate 1 - low
Activities/ Resources:	presentations, field trips, community resource surveys, reading assignments
Evidence of objective achievement:	determined educational entrance level requirements for today's workers and for workers who started 20 years ago, developed interview guide questions
Comments:	participants had more interest in present and future, teams learned a great deal about each occupation touched upon but not in a broad sense

2.3 WILL DEVELOP A SENSITIVITY TO THE RAPID EVOLUTION OF NEW CAREER OPPORTUNITIES.

Validity:	2 - yes, 3 - high, 1 - moderate
Degree of achievement:	3 - high 3 - moderate
Activities/ Resources:	presentations, field trip, CCEM, community resource survey, curriculum unit, reading assignments
Evidence of objective achievement:	discussions, surveys, criterion 2.31, community profiles, panels
Comments:	teams were made knowledgeable of trends on the materials scale but had limited time to collect data on job projections

2.4 WILL DEVELOP AN AWARENESS OF THE METHODS BY WHICH FUTURE NEEDS FOR LABORERS, TECHNICIANS AND PROFESSIONALS ARE PROJECTED.

Validity:	1 - yes, 1 - no, 1 - high, 3 - moderate
Degree of ahcievement:	4 - high 2 - moderate
Activities/ Resources:	presentations, CCEM, field trips, Occupational Outlook Handbook, panel, community resource survey, activities and reading assignments
Evidence of objective achievement:	question-answer follow-up, criterion 2.41, individual research projects, curriculum materials, discussions
Comments:	the objective was too specific and narrowly defined to be of practical value - difficult to do thoroughly

2.5 WILL DEVELOP AN AWARENESS OF THE ALTERNATIVE PROGRAMS OF PREPARATION AVAILABLE FOR MEETING OCCUPATIONAL ENTRANCE LEVEL REQUIREMENTS.

Validity:	1 - yes, 2 - high, 2 - moderate
Degree of achievement:	3 - high 2 - moderate
Activities/ Resources:	presentation, panel, small group activities: Occupational Clustering, field trips, community resource survey, curriculum materials
Evidence of objective achievement:	individual research projects, team activities and reading assignments, cluster activities and follow-up plans; criteria 2.51, 2.52
Comments:	very broad objective which we could only explore

2.6 WILL DEVELOP AN AWARENESS OF THE TECHNIQUES AND TASK ANALYSIS BY THOSE DEVELOPING OCCUPATIONAL CURRICULA.

Validity:	1 - no, 3 - high, 1 - moderate
Degree of achievement:	2 - high 1 - moderate 2 - low

Activities/Resources: presentation, panel, field trip, curriculum unit, team activities, readings assigned and HO's

Evidence of objective achievement: interest and attention given, expressed need for more of this in schools, criterion 2.61, teams met with curriculum people in district, group discussions

Comments: of no practical value to the group, BOCES helped a great deal

0 THE TEAM WILL DEVELOP THE NECESSARY KNOWLEDGE, UNDERSTANDINGS AND SKILLS SPECIFIC TO TECHNIQUES OF CURRICULUM MODIFICATION THROUGH INFUSION WITH CAREER EDUCATION ELEMENTS.

3.1 WILL EXAMINE EXTANT SCHOOL DISTRICT GOALS.

Validity: 2 - yes, 3 - high, 1 - moderate

Degree of achievement:
3 - high
3 - moderate

Activities/Resources: presentations, principals and teams worked together, development of local philosophy during institute, team activities

Evidence of objective achievement: criterion 3.11, preparation of presentations to superintendents and Office of CE, City School District of New York, mini-grant proposals

Comments: principals did not meet commitment (recommendation - need to spell it out much more clearly), very few principals had anything written

3.2 WILL EXAMINE EXISTING MIDDLE SCHOOL CURRICULA TO DETERMINE STUDENT LEARNING OUTCOMES SOUGHT THROUGH EXTANT LEARNING EXPERIENCES.

Validity: 2 - yes, 4 - high

Degree of achievement:
4 - high
1 - moderate
1 - low

Activities/Resources: presentations, panel, development of local philosophy, team visits and reading assignments

Evidence of objective achievement: a few infused plans, criterion 3.22, task force plans for in-service courses, reports of staff facilitators, HO's and materials examined

Comments: visits to school personnel in curriculum revealed a ready willingness to adopt CE goals becuase their own are rather fuzzy

3.3 WILL IDENTIFY PRIMARY SOURCES FOR CAREER RELEVANT INFORMATION.

Validity: 2 - yes, 3 - high, 1 - moderate

Degree of achievement:
5 - high
1 - moderate

Activities/Resources: survey of instructional resource materials, D.O.T., vocational materials, curriculum products and guides, presentation, annotated bibliography, ordered free and inexpensive materials, team activities

Evidence of objective achievement: teams compiled lists of primary sources for career relevant information, criterion 3.31, research papers, curriculum products, each school has upgraded media and own resource centers

3.4 WILL UNDERSTAND THE USEFULNESS OF THE "OCCUPATIONAL CLUSTERING" CONCEPT AS CRITERIA FOR EVALUATING, ASSESSING AND MANAGING KNOWLEDGE OF THE WORLD OF WORK.

Validity: 2 - yes, 3 - high, 1 - moderate

Degree of achievement: 6 - high

Activities/Resources: film strip, small group activities: Occupational Clustering, presentations, film, develop curriculum units, development of local philosophy, community resource survey, text, handouts, reading assignments.

Evidence of objective achievement: group presentations, used to develop activities for purpose of awareness, criterion 3.41 curriculum materials produced, master resource lists (Eric), rating of participants to 2 day workshop on decision making

3.5 WILL DEVELOP SKILL IN IDENTIFYING STUDENT BEHAVIORAL OUTCOMES TO BE SOUGHT THROUGH MIDDLE SCHOOL CURRICULUM INFUSION WITH CAREER RELEVANT LEARNING EXPERIENCES.

Validity: 2 - yes, 4 - high

Degree of achievement:
3 - high
3 - moderate

Activities/Resources: presentations; panel; development of infused plan, curriculum units; text

Evidence of objective achievement: wrote some objectives with behavioral outcomes, criteria 3.51-3.91, curriculum units

Comments: met strong opposition to behavioral aspects but great enthusiasm for CE infusion

3.6 WILL DEVELOP COMPREHENSIVE GRADE LEVEL LEARNING OUTCOMES INCORPORATING EXTANT LEARNING OUTCOMES WITH CAREER EDUCATION LEARNING OUTCOMES.

Validity: 2 - yes, 4 - high

Degree of achievement:
5 - high
1 - low

Activities/Resources: presentations; panel; development of an infused plan, curriculum units; text

Evidence of objective achievement: criteria 3.51-3.91, career education units utilizing cross discipline planning, curriculum products

Comments: made teachers aware of need for specifying but CE infusion made them very comfortable

3.7 WILL IDENTIFY SUBJECT AREA CONCEPTS, UNITS AND/OR LEARNING EXPERIENCES THAT WILL SERVE AS ORGANIZING CENTERS THROUGH WHICH COMPREHENSIVE GRADE LEVEL LEARNING OUTCOMES CAN BE SOUGHT.

Validity: 4 - high

Degree of achievement:
3 - high
1 - moderate

Activities/Resources: presentations; panel; development of an infused plan, curriculum units' handouts, text

Evidence of objective achievement:	criteria 3.51-3.91
Comments:	teams rate this as important and felt they achieved it

3.8 WILL DEVELOP SKILL IN CONSTRUCTING MEASURABLE PERFORMANCE (BEHAVIORAL OBJECTIVES).

Validity:	3 - high, 1 - moderate
Degree of achievement:	2 - high 2 - moderate
Activities/ Resources:	presentations, develop curriculum units, evaluation of existing middle school curriculum
Evidence of objective achievement:	products developed, criteria 3.51-3.91, post test Bernabei materials

3.9 WILL DEVELOP SKILL IN CONSTRUCTING CRITERION REFERENCED MEASUREMENTS FOR SUCH PERFORMANCE OBJECTIVES.

Validity:	3 - high, 1 - moderate
Degree of achievement:	2 - high 2 - moderate
Activities/ Resources:	presentations, develop curriculum units evaluation of existing middle school curriculum
Evidence of objective achievement:	Criteria 3.51-3.91, post test Bernabei materials, teachers were convinced that this could and should be developed

4.0 THE TEAM WILL DEMONSTRATE THE ABILITY TO PLAN, ORGANIZE, IMPLEMENT AND APPRAISE CAREER EDUCATION TEACHING-LEARNING EXPERIENCES AND DEVELOP INSTRUCTIONAL MATERIALS FOR CLASSROOM USE.

4.1 WILL IDENTIFY AND EXAMINE ALTERNATIVE LEARNING STRATEGIES.

Validity:	2 - yes, 3 - high, 1 - moderate

Degree of achievement:	4 - high 2 - moderate
Activities/ Resources:	presentations, development of materials and sharing an Occupational Clustering, perusal of curriculum products and guides, text, panel, develop curriculum units
Evidence of objective achievement:	became involved in activities sharing strategies, identified areas appropriate to career infusion in courses of study, criteria 4.11-4.61, grant proposals, audio-visual materials, curriculum units

4.2 WILL DEVELOP FUSED INSTRUCTIONAL PLANS.

Validity:	1 - yes, 1 - no, 4 - high
Degree of achievement:	4 - high 1 - moderate 1 - low
Activities/ Resources:	panel, development of an infused plan, presentations, develop curriculum units, text
Evidence of objective achievement:	some developed infused instructional plans, criteria 4.11-4.61, work records, summative evaluation, proposals for in-service training
Comments:	insufficient time

4.3 WILL DEVELOP INDEPENDENT STUDY PROGRAMS AND SUPPORTING PROGRAMMED MATERIALS.

Validity:	2 - high, 2 - moderate
Degree of achievement:	2 - high 2 - low
Activities/ Resources:	presentations, develop curriculum units
Evidence of objective achievement:	criteria 4.11-4.61
Comments:	This is a difficult task to do adequately and, as an objective, it would be reasonable to aim at it after participants have learned curriculum infusion--it might become an "add on"

4.4 WILL DEVELOP, WHEN NECESSARY, SUPPLEMENTARY CAREER EDUCATION UNIT PLANS.

Validity: 1 - high, 1 - moderate, 2 - low

Degree of achievement:
1 - high
3 - low

Activities/Resources: preparation of infused materials, presentations, develop curriculum units

Evidence of objective achievement: some plans for the future, criteria 4.11-4.61

Comments: seen as an "add on" approach

4.5 WILL PLAN A LEARNING INFORMATION MANAGEMENT SYSTEM.

Validity: 1 - high, 3 - moderate

Degree of achievement:
1 - high
2 - moderate
1 - low

Activities/Resources: presentations, develop curriculum units

Evidence of objective achievement: plans for working with staff to develop infused plans upon return to district, criteria 4.11-4.61

4.6 WILL DEVELOP CRITERION REFERENCED MEASUREMENTS OF STUDENT PROGRESS.

Validity: 3 - high, 1 - moderate

Degree of achievement:
3 - high
1 - low

Activities/Resources: presentations, develop curriculum units

Evidence of objective achievement: criteria 4.11-4.61, products indicate some understanding

.0 THE TEAM WILL PLAN STRATEGIES FOR PROMOTING CAREER EDUCATION THROUGH STAFF DEVELOPMENT PROGRAM WITHIN THEIR HOME SCHOOL AND/OR SCHOOL DISTRICT.

5.1 WILL APPLY THE SKILLS AND UNDERSTANDINGS NECESSARY TO ESTABLISHMENT OF THE IDENTITY AND WORKING EFFECTIVENESS OF THE TEAM.

Validity:	2 - yes, 4 - high
Degree of achievement:	6 - high
Activities/ Resources:	introductory activities, presentations, communications workshop, planning local staff development
Evidence of objective achievement:	sharing of school programs, active participation in group dynamics sessions, life planning activities, community survey, conference with superintendents and local VEA, team spirit and enthusiasm

5.2 WILL DEVELOP AN UNDERSTANDING OF THE CHANGE PROCESS AND EXAMINE THE POTENTIAL FOR APPLICATION OF TWO OR MORE CHANGE PROCESS MODELS IN THE LOCAL SITUATION.

Validity:	1 - yes, 3 - high, 1 - moderate
Degree of achievement:	4 - high 1 - moderate
Activities/ Resources:	presentations, staff development proposal, planning local staff development
Evidence of objective achievement:	sharing of ideas for implementation of staff development, criteria 5.11-5.21, 5.3-5.7, mini-grants, awareness that they would become change agents

5.3 WILL ENHANCE UNDERSTANDING OF THE PLANNING PROCESS, PARTICULARLY AS IT APPLIES TO INVOLVEMENT OF DIVERSE GROUPS.

Validity:	2 - high, 1 - moderate
Degree of achievement:	1 - high 2 - moderate
Activities/ Resources:	presentations, staff development proposal, planning local staff development

Evidence of objective achievement:	proposal; criteria 5.11-5.21, 5.3-5.7

5.4 WILL DEVELOP PLANS FOR THE USE OF CONSULTANTS AND ADVISORY GROUPS.

Validity:	3 - high
Degree of achievement:	2 - high 1 - moderate
Activities/ Resources:	presentations, panel, scheduling for follow-up, staff development proposal, planning local staff development.
Evidence of objective achievement:	proposal; criteria 5.11-5.21, 5.3-5.7

5.5 WILL DEVELOP PLANS FOR COMMUNICATION INTERNAL TO THE SCHOOL BUILDING AND THE SCHOOL DISTRICT.

Validity:	3 - high
Degree of achievement:	2 - high 1 - moderate
Activities/ Resources:	scheduling for follow-up, presentations, staff development proposal, discussions with guidance personnel, principals, and administration, planning local staff development
Evidence of objective achievement:	part of proposal activity; criteria 5.11-5.21, 5.3-5.7: support from boards, superintendents, curriculum people

5.6 WILL DEVELOP PLANS FOR EXTERNAL COMMUNICATIONS WITH THE COMMUNITY AND ITS AGENCIES.

Validity:	3 - high
Degree of achievement:	2 - high 1 - low
Activities/ Resources:	scheduling for follow-up, presentations, staff development proposal, discussion, community resource survey

Evidence of objective achievement: some teams made contact with organizations, others plan to invite parents to help, etc.; products; criteria 5.11-5.21, 5.3-5.7

5.7 WILL DEVELOP A FORMAL PROPOSAL AND SUBMIT AN APPLICATION FOR A MINI-GRANT FOR A PROJECT TO BE CARRIED OUT DURING THE SCHOOL YEAR 1974-75.

Validity: 3 - high

Degree of achievement: 3 - high

Activities/Resources: proposal writing, presentations, handouts, text, institute resources, on-campus sharing

Evidence of objective achievement: proposals; criteria 5.11-5.21, 5.3-5.7

5.8 WILL PLAN, DEVELOP AND IMPLEMENT A COMPONENT FOR STAFF DEVELOPMENT WITH A TARGET OR SPECIFIED AUDIENCE.

Validity: 3 - high

Degree of achievement: 3 - high

Activities/Resources: proposal writing, presentations, discussions, construction of curriculum units, community resource survey, handouts, text, planning local staff development, on-campus sharing

Evidence of objective achievement: proposals; criteria 5.11-5.21, 5.3-5.7